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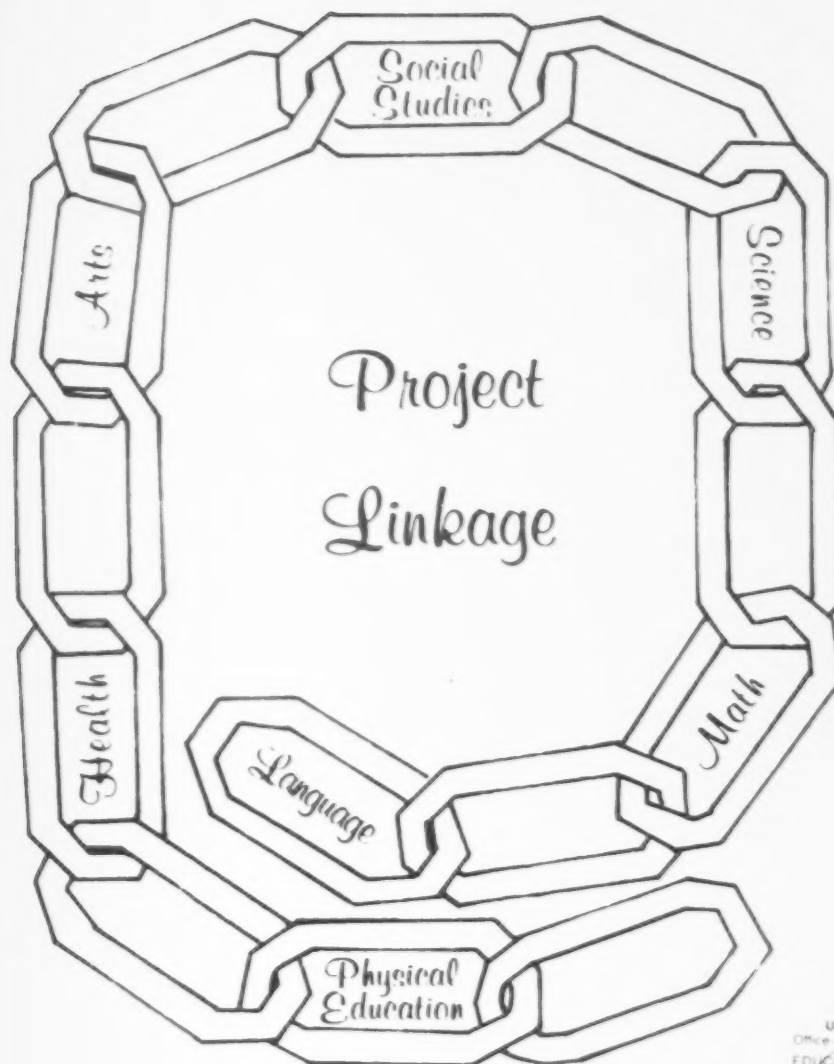
ABSTRACT

This manual is intended to enable teachers to infuse career/vocational objectives in specific content areas and reinforce or make more practical many of the basic skills and knowledge they teach. It uses the K-14 Matrix Career/Vocational Development Profile goals and objectives and interfaces these objectives with specific subject areas, which, in turn, are correlated with other objectives from various segments of the Middletown Township Public Schools, Middletown, New Jersey, curriculum. The manual is divided into 10 sections or goal areas dealing with: self-awareness, interpersonal skills, decision making, work attitudes, communication/computation skills, career implications of subjects, socio/technical/economic/political understanding, career information, marketable skills, and leisure preferences. Each objective within a section or goal area is headed by a logo denoting the content area that it primarily addresses. Grade levels are given for specific lessons, the lesson itself is provided, related subjects are mentioned, and correlations with Middletown's curricula are noted. The material is indexed in two ways: by subject, followed by goal and objective, and by titles of lessons in alphabetical order. It is illustrated with black and white drawings. (YLB)

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PROJECT LINKAGE

CAREER AND VOCATIONAL ACTIVITIES

COMPILED AND CORRELATED BY

JOAN W. DILGER AND FRANCIS E. GRIMES

MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS
MIDDLETOWN, NEW JERSEY

NOVEMBER 1982

PREFACE

Project Linkage was funded with a grant from the Division of Vocational Education and Career Preparation.

Special gratitude is extended to Dr. Elaine Douma, coordinator of the Career Education Samplers, upon which much of this project is based, and to Thomas Gambino, Director of Exemplary and Innovative Projects, who assisted us greatly.

Project Linkage, using the K-14 Matrix Career/Vocational Development Profile goals and objectives, interfaces these objectives with specific subject areas, which, in turn, are correlated with many other objectives from various segments of Middletown Township's curricula. Also, it is arranged sequentially in a K-3, 4-6, and 7-9 pattern which shows graphically the stages of the development of each Matrix objective.

Teachers using this manual will not only be able to infuse Career/Vocational objectives, but also be able to reinforce or make more practical many of the basic skills and knowledges that they teach.

The manual is divided into ten sections or goal areas immediately followed by the objectives pertaining to them. Each objective is headed by a Logo denoting the content area that it mainly addresses. Grade levels are given for specific lessons, related subjects are mentioned, and correlations with Middletown's curricula are noted. The material is indexed in two ways, to simplify the use of this manual:

1. by subject, followed by goal and objective;
2. by titles of lessons in alphabetical order.

Many of the suggested lessons are abridged versions of Sampler modules, while others are adapted from many other sources. All have been used successfully by teachers.

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For more comprehensive lesson plans, additional sources, and more finite objectives, see the K-14 Matrix and Career Education Samplers available from T₄C.

JOAN W. DILGER
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GOAL #1

AWARENESS OF SELF. THE STUDENT
WILL IMPROVE SELF INVESTIGATION
AND EVALUATION SKILLS

OBJECTIVE 1.1: IS AWARE OF PERSONAL CHARACTERISTICS INCLUDING STRENGTHS AND LIMITATIONS.

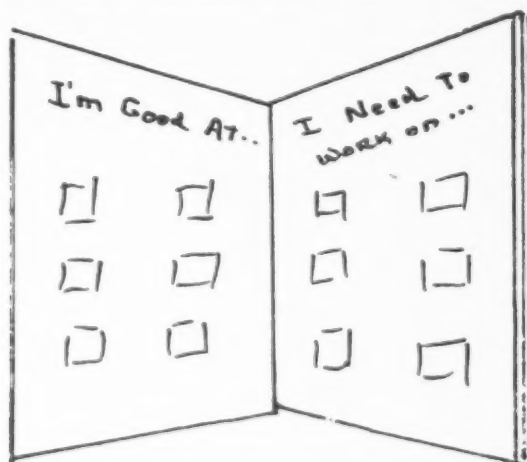
K-3

HERE I AM!



Have children draw or cut out pictures of things they do well and do not do well. Mount the pictures on colored construction paper and bind the pages into a book, one side for "I'm Good At," the other for "I Need to Work On."

Bind the pages together with an attractive cover and encourage children to share their strengths and limitations.



Related Subjects:

Language Arts, Health

Middletown Correlation:

Language Arts: Wisconsin Design Study Skills, C-10,
Wisconsin Design Comprehension Skills A-1

Literature: K - Leo, the Late Bloomer; Grade 1 - Alexander and the Terrible, Horrible, No Good, Very Bad Day;
Grade 3 - Five Chinese Brothers

Health: Middletown Health Education Curriculum Guide K-6 -
Objective III - Mental Health, pg. 6 - A,B,C,E;
pg. 7 - F,L

DISCOVER YOUR PEDIGREE

Each child creates a personal "Coat of Arms" to identify his/her strengths and weaknesses and to set goals.

Lead a discussion of the purposes of a "Coat of Arms" and the kinds of symbols which can be used.

Have each child design a shield with seven spaces and make up their own symbols as follows: for the most important event in your life; for your greatest achievement in the last year; for something in which you excel; for something which you would like to accomplish now; for something you would like to accomplish by the time you are 35; for something that makes you happy; and finally write things (words or short phrases) in the motto space that you would like people to say about you.

The children will share their shields with their classmates and will draw conclusions about the similarities and differences among individuals.

Related Subjects:

Middletown Correlation:

Language Arts: Wisconsin Design Comprehension Skills,
A-1; B-1, B-2

Social Studies: Psychology/Philosophy Obj. 1,2

Health: Middletown Health Education Curriculum Guide, K-6
Obj. III - Mental Health - B,C,D,E,F,G,H,K,L,M,N -
Grade 6; Obj. IV - Physical Fitness - D,F
Grade 5 and G, Grade 6; Obj. V - The Body -
Grade 5,6 - F, and Grade 6, J



Sincerity



Beauty



Pride



Ingenuity



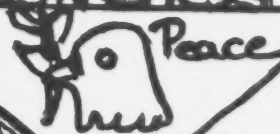
Stubbornness



Aggressiveness



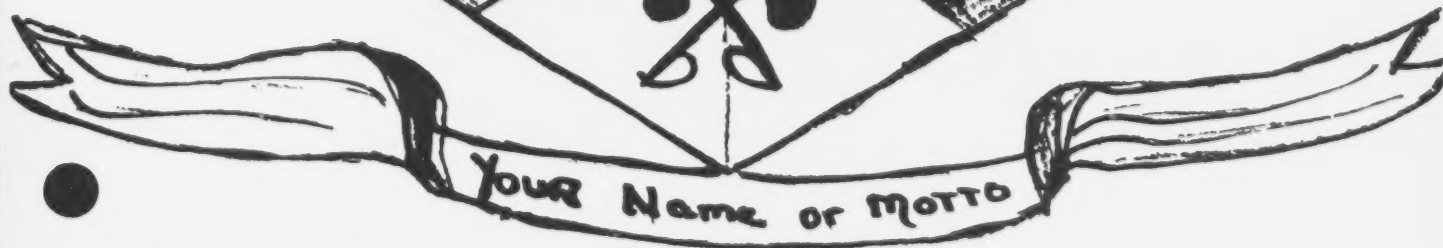
Religion



Peace



JUDGEMENT



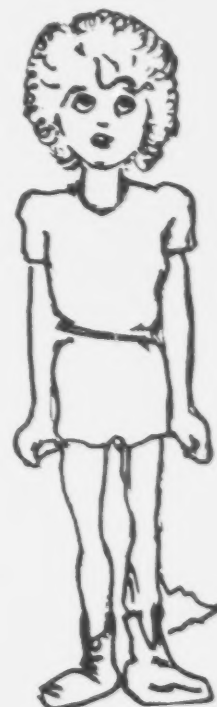
Your Name or motto

ON STAGE

Have children review TV Guide and select two musical performers to watch during the week. The following rating system (good, fair, poor) will assist students in listing strengths and weaknesses of the two favorite performers in terms of:

1. range
2. quality
3. rapport with audience
4. stage presence
5. style
6. staging

After viewing, listening, and comparing, students may create a comic strip showing the two performers in action. Children will display the comic strips around the room.

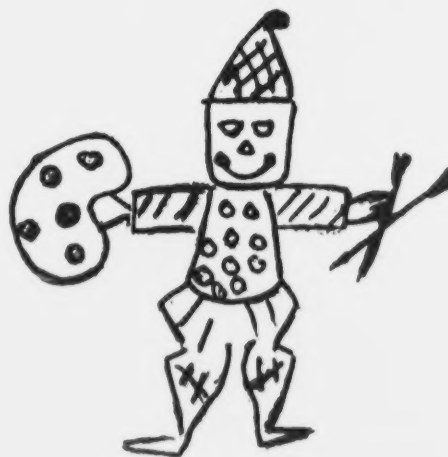


Related Subjects:
Music, Comprehension, Study Skills

Middletown Correlation:
Music

Language Arts: Wisconsin Design Comprehension, Level C-2b,
Level E-3b, Level F-2b, Level G-3b, 3c
Study Skills - G-9

OBJECTIVE 1.2: EXHIBITS A POSITIVE
SELF-CONCEPT.



K-3

EVERYBODY SAYS

Let the children listen to a tape of the teacher reading the poem, "Everybody Says" by Dorothy Aldis.

Everybody says
I look just like my mother
Everybody says
I am the image of Aunt Bee.
Everybody says
My nose is my father's,
But I want to look like me!

Also, display the poem on a wall chart as a resource to the children. Lead a discussion on individuality and let the students review and discuss self-portraits.

Have children, in pairs, draw body tracings of each other. If possible, each child could bring in one daily outfit to pin or tack on the cutout body image.

Display the "Me Cutouts" with slogans such as "There's only one like me in the world," "Everyone deserves a chance," "Everybody is different," or "I want to be me."

Related Subjects:

Health, Social Studies

Middletown Correlation:

Health: Middletown Health Education Curriculum Guide -
Mental Health - A,B,C,E,F,G,L; Physical Fitness -
A,B,D,E; The Body - A,B,G

Social Studies: Anthropology - Obj. 2

ALIKE AND DIFFERENT

Lead a discussion on the differences among physical characteristics, behavioral traits, and likes and dislikes of students. Distribute questionnaire with only yes and no answers required mixing attributes of all three. After students have anonymously answered all questions, tally results. Stress the importance of a positive attitude toward one's self and toward the differences of others.

To complete the lesson, have students draw, or make a collage from magazine cutouts, of their appearance and personality traits.

Related Subjects:

Reading, Language Arts, Health

Middletown Correlation:

Art

Reading: Wisconsin Design Study Skills - Level F-3b;
Level G-3b-c

Oral Language

Health: III - Mental Health, F,G,H

WHAT'S MY HANDLE?

Describe one or two people whom the children know (principal, nurse, or teacher) and ask the students if they can guess their identities. Then ask the students to write two paragraphs or more about a famous person.

Paragraph one could be a detailed description of physical characteristics. The succeeding paragraphs could describe the interests, hobbies, jobs, accomplishments, etc., of the famous person.

The students could also illustrate these written descriptions with cartoon strips. Then the class could see if they can recognize the famous person from the descriptions and illustrations which have been posted on a bulletin board.



Helen Keller

Related Subjects:
Social Studies

Middletown Correlation:

Social Studies: Psychology/Philosophy - Obj. 1,2 Int.

OBJECTIVE 1.3: IDENTIFIES A PREFERRED
LIFE STYLE.

K-3

FAMILY, WORK AND PLAY



Show the class the filmstrips, "Helping Mother" (EBE) and "Mrs. Bear and Her Family" (SVE). Also read to them "Papa Small," "Growing Up With Daddy," "Helping Mother," "Mushy Eggs, " and "Johanna Runs Away." Use these to initiate discussion on what families do together.

Have children illustrate in a medium of their choice: My Family At Work or My Family At Play.



Related Subjects:

Social Studies, Language Arts, Health

Middletown Correlation:

Art

Social Studies: Anthropology/Sociology/Psychology Obj. 1 a,b

Language Arts: Reading - Comprehension - Level A-1

Health: III - Mental Health A, D; Physical Fitness E

MY FUTURE

Ask the students to discuss their wants, needs and interests for the future. Children then search through real estate section of newspaper or magazine looking for pictures of preferred houses or cars and note cost of each item.

Distribute a sheet and have each child draw or cut choices out of classified section or magazine and paste it in the appropriate block.

SAMPLE: Directions: Cut items from classified section of newspaper or magazine. Paste them in the proper block.

This could be my future house. 	This could be my future job.  A WELDER
This is the car I would like to drive. 	Here is one more thing I would like to have in my future. 

Related Subjects:

Language Arts, Social Studies

Middletown Correlation:

Language Arts

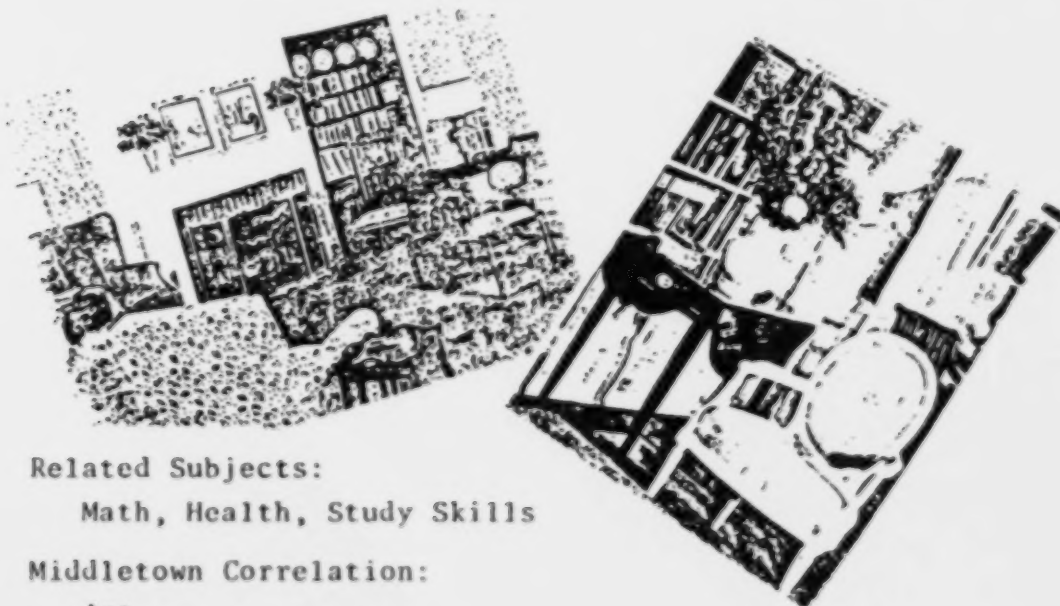
Social Studies: Economics 3 - Intermediate a,d

THE LAIR WITH A FLAIR

Initiate a discussion about room decorating including the function and elements that contribute to the decor.

Each student chooses a room in his/her home and discusses ways to decorate it. After perusing decorating magazines, the student may gain more ideas to express his/her own personal taste in decoration.

Next the student prepares a perspective sketch on large water-color paper of the room without any decoration. From a variety of magazines, the student cuts, traces, or mounts items that will suit the room. The completed design is displayed in the classroom as a representation of the student's personality and preferred life style.



Related Subjects:

Math, Health, Study Skills

Middletown Correlation:

Art

Math: Obj. K-6 - E-5: M-22; F-2: M-24; F-2: M-26; M-33

Health: Units I, II, III (A,B,C,D)

Study Skills

OBJECTIVE 1.4: IDENTIFIES PERSONAL NEEDS,
INTERESTS, AND VALUES.

K-3

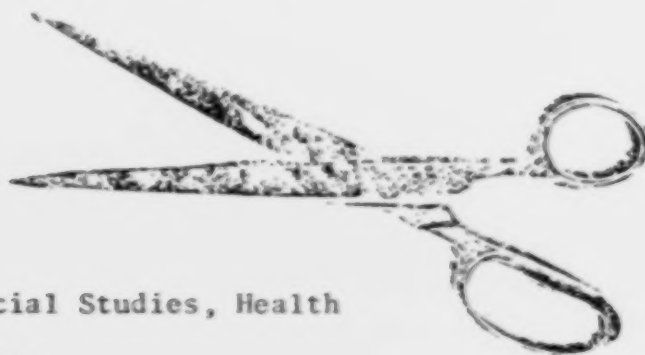
FAVORITE THINGS



Initiate lesson by playing tape or record of "My Favorite Things" from SOUND OF MUSIC. Lead discussion of favorite and least favorite things. List items on chart paper and then have pupils regroup items according to classification such as Home Activities, School Activities, Activities That Are Free of Charge, Activities That Cost Money, Activities We Do Alone, Activities We Do With People, Active Things, Inactive Things.

Distribute large drawing paper and instruct pupils to fold paper into 8 equal spaces and label each space with the above titles. Children illustrate one activity per box using crayons or pastels.

Children should cut panels apart and collate into booklets.



Related Subjects:

Language Arts, Social Studies, Health

Middletown Correlation:

Art: Learning Objectives - Attitudes 1 to 5; Concepts #5;
All Perceptual, Creative and Manual Skills

Language Arts

Social Studies: Psychology/Philosophy - Obj. 4 a,b

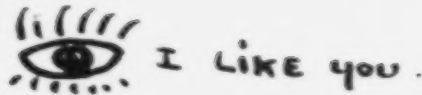
Health: III-Mental Health, A,B,G,H; IV Physical Fitness E

"DEAR FRIEND"

Contact another teacher at your grade level to arrange for an exchange of letters. Each class member lists on oak tag some personal interests, ideas such as "my hobbies," "my favorite subject in school," "favorite foods," "sports I enjoy," etc.

Children draw a pictorial list of words to use in a rebus-style letter writing on the chalk board.

Students then write letters using the sample rebuses provided as a base. After proofreading and rewriting, the finished letters are exchanged with pen pals.



June 1, 1982

Dear Bob -

I have never met you
but I would like to be a
friend of yours. I hope you
like sports, because I do too.
I like football, basketball,
baseball and soccer. I like
reading and because it is
interesting. What sports do you
like?

My favorite subject in school
is math. Is it such a
challenge - and I like fun
with all the new games in
class.

It would be fun to exchange
notes - I heard you are a coin
collector too.

Sincerely,
Suzanne

Related Subjects:

Language Arts

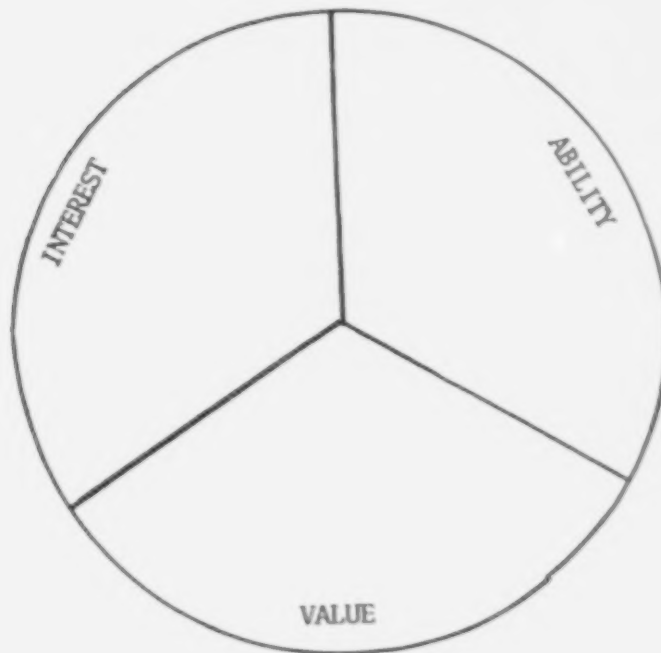
Middletown Correlation:

Language Arts: Level E, F-3a, F-4 and G-2

7-9

LIFE WHEEL

Initiate a discussion on "What is an interest, ability, and value?" Have students design their life wheel divided into those three sections and fill in the blanks pertaining to them using any medium.



Related Subjects:

Language Arts

Middletown Correlation:

Art

English

OBJECTIVE 1.5: RELATES PERSONAL NEEDS, VALUES, AND INTERESTS TO BEHAVIOR, DECISIONS AND CAREERS.



K-3

WHAT'S MY LINE?

Explain to the students that in order to gain a job, a person must fill out a job application. Examine real job application forms from stores, offices, restaurants, and schools.

The students fill out teacher-made job applications for classroom jobs and draw a picture of themselves performing the job of their choice. Repeat the activity often enough so students sample different jobs.

Related Subjects:
Art, Social Studies

Middletown Correlation:

Language Arts: Comprehension - Level A and B-2

Art: Obj. 2a-Attitudes; b-5-Creative; c-3-Manual, d-Social and Color

Social Studies: Economics, Obj. #4

I WRITE THE SONGS...

Play the record "I Write the Songs" and display pictures of famous artists, musicians, writers, T.V. stars, singers, dancers, actors, actresses, etc. Ask the children what these people have in common. Accept all answers, but lead the discussion into the area of using activities for self-expression.

Have the children select two popular people from any one category (Aretha Franklin, Barry Manilow) and explain how they think they feel while performing.



Related Subjects:
Health

Middletown Correlation:

Literature: Biographies

Health: Mental Health B, Bibliotherapy Section - Dealing With Emotions

POETRY THAT WORKS

Discuss students' definition of poetry. Provide poems related to people's careers and discuss. Some examples are: I Think I Could Turn and Live With Animals, Walt Whitman
Trades, Amy Lowell
Sea Fever, John Masefield

Students may then write original poems relating to careers which appeal to them. Collect students' poems by code letter or number, not by students' names. Redistribute so that student doesn't receive his/her own poem. Read poems out loud. Each student writes a one paragraph criticism using the following criteria:

- a. Did the poem convey a strong feeling or emotion?
- b. Was the writing imaginative?
- c. What was the reader's reaction?



Related Subjects: WALT WHITMAN

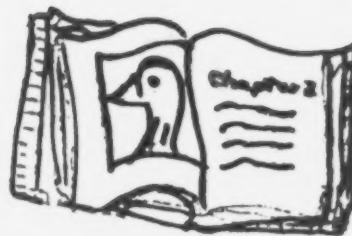


EMILY DICKINSON

Middletown Correlation:

Creative Writing: Weehawken, pp. 15-19
 Handwriting

OBJECTIVE 1.6: UNDERSTANDS THE EFFECTS OF
MATURATION ON SELF.



K-3

THIS IS MY LIFE

Initiate a discussion of how our lives are changed through growth and development.

Students can bring in photographs taken at different ages of their lives. Each child then pastes his/her photographs in chronological order on separate pieces of construction paper. The student "tells" about his/her life through a series of drawings or write-ups on each page. Each child can then design an appropriate cover and bind the book.

Tape students as they explain their booklets orally.



Related Subjects:

Art

Middletown Correlation:

Literature: Leo the Late Bloomer - K
Peter Rabbit - Grade 1

GROWING UP

Collect photos from magazines or illustrations from books showing children in single or group situations at varying ages. Group according to appropriate age levels (infants, pre-school, primary, intermediate).

Divide class into the same four groups for discussion of the behaviors seen for that age level. Have each group report to the class.

Conclude with a summary chart of behaviors appropriate to varying age groups so that children understand what is acceptable at one age may not be at another.



Related Subjects:

Health

Middletown Correlation:

Health: Mental Health, A,B,C,D,E,G,H,I,J.

WHY DO FRIENDSHIPS SOMETIMES CHANGE?

Conduct a discussion involving physical changes that are taking place during the junior high school years. Emphasize that the physical changes do not occur at the same time in all boys and girls.

Each child should write his/her height and weight on an unsigned paper. Papers are collected and the data is recorded on two graphs. One graph should show the data on height, and the other show the data on weight. Help the students to come to the conclusion that there is no "set" time for all children to reach full physical growth. There is, instead, a time which is natural for each person.

Help students realize that this may be the special reason friendships often change during the junior high school years. Continue discussion to determine whether physical differences should be a reason for dissolving a friendship.



Related Subjects:

Mathematics, Health

Middletown Correlation:

Mathematics: Base Line Data Objectives - Grade 7K;
Grade 9F - Constructing and reading graphs and charts.

Health: Grade 7 - Mental Health, I, II, III-A,B,C,D,E
Grade 8 - Mental Health, I-A,B,C,D; II; III-A,C,D,E,F,
Unit 2-Personal Health
Grade 9 - Mental Health, I-A,C,D; II, III-B,C,F,G.



GOAL #2:

IMPROVE HUMAN RELATIONSHIPS,
INCREASE INTERPERSONAL
SKILLS

OBJECTIVE 2.1: DEMONSTRATES AWARENESS OF THE
EFFECT OF SELF ON OTHERS.



K-3

HOW I FEEL

Discuss the following questions with the class.

What is a feeling? What makes you happy?

What makes you sad? How do I feel today?

Why?

Show a filmstrip from the Lollipop Dragon series (SVE) or read a story dealing with feelings.

Have the children make a scrapbook about their feelings and the feelings of others. Label the feelings shown,



Related Subjects:

Health, Language Arts, Art

Middletown Correlations:

Social Studies: Psychology/Philosophy Obj. 1,2

Health Education Curriculum Guide K-6 Obj. III

Mental Health p.6-a,b,c,d,e p.7-f,g,h,i,j,k,l,m

TASK OR CONSEQUENCES

Ask the class to list various tasks they actually perform or could perform at home. Then, discuss who or what would be affected if a task was not done.

Have students draw a picture of a task of their choice and write a description of a situation and list the consequences, using the following format. Example: You were supposed to take the dog out before you went to school. You forgot.

Whom will this affect? _____ How? _____



Related Subjects:

Health, Art, Language Arts

Middletown Correlations:

Social Studies: Anthropology Obj. 1

Health: Mental Health, B,C,E,F,G,H

Weehawken

LET'S TRAVEL

Invite a local travel agent to speak to the class. Have the students role play a dialogue between a customer and a travel agent, emphasizing the interpersonal skills necessary for successfully dealing with clients.

Plan a trip for someone specific (senior citizen, young family, singles, etc.) after obtaining vacation literature for places suitable for them.



Related Subjects:

Comprehension, Math, Career Education, Study Skills

Middletown Correlations:

Comprehension: Level G, p. 2,3

Math: K-6 - F-5, PrS-7, G-5, PrS-10

OBJECTIVE 2.2: REACTS POSITIVELY TO
CONSTRUCTIVE CRITICISM.

K-3



TELL ME A STORY

List and discuss good story-telling techniques such as:
(1) introduce the story to set the mood; (2) memorize
repeated chants or songs, if used; (3) have a beginning,
middle and an end; (4) vary voice to make story
interesting.

Demonstrate good and bad examples of each.

Divide the class into teams of two. Have members then
tell their teammates a short story, following the
steps class has outlined for good story-telling. Team
members evaluate their partners story on the points you
have chosen.



Related Subjects:

Early Strategies, Study Skills, Comprehension, Literature

Middletown Correlations:

Early Strategies: Level V - Imagery #7

Study Skills: C-10

BEFORE AND AFTER MYTHS

Put word "myth" on board. Have students tell what they think a myth is. Have them check their definition in the dictionary and then write the proper definition on the board. Have the students give examples of any myths they know or have read.

Read a few Greek and/or American Indian myths to the class. Explain that they are to write a myth about some feature of nature and illustrate their work.

At second session have individual students read their myths to the class. After a myth is read, ask the rest of the students in the class for any suggestions or improvements they would make. When this is finished, have students rewrite myth using some of the suggestions given. Students are to turn in both the original and corrected copy and discuss the importance of accepting constructive criticism.

Related Subjects:

Social Studies, Weehawken, Comprehension, Literature,
Study Skills

Middletown Correlations:

Language Arts: Ginn, Level 12 - Unit 3
Social Studies: Anthropology - Goal 16, History Obj. 1
Weehawken: Creative Writing
Literature: 6th Grade D'Aulaire's Book of Myths
Study Skills: E-9, E-10, G-9

THE NEW OPERATOR

Several students can role play a situation where traditional female or male jobs have been switched.

Situation: Tom becomes a phone operator in a predominantly female office. He has to overcome resentment by co-workers because he is invading this female environment. The class will be asked to summarize what they might witness and to offer alternatives for Tom to use in order to cope with his situation.



Related Subjects:
Health

Middletown Correlations:

Language Arts: English Course of Study - Grade 9
p. 9,10 - Number X-B,D

Health: 7th Grade - Unit I - Mental Health, II and
III, A,B
8th Grade - Unit I - Mental Health, II and
III, A,B,C,D,F

OBJECTIVE 2.3: WORKS WITH OTHERS REGARDLESS
OF SEX, RACE, CULTURAL
DIFFERENCES



K-3

CHILDREN OF THE WORLD

Prior to the lesson, have the children bring in dolls from different countries. Discuss the following in relation to the dolls: country of origin (nationality), differences in dress, race, language, customs, food, etc.

Grade 3 - Have students compile a booklet about a country of their interest. The following may be included: maps, recipes, photos and pictures cut from magazines and travel brochures.



Related Subjects:

Literature, Early Strategies, Health, Language Arts

Middletown Correlations:

Social Studies: Anthropology/Sociology Obj. 3,6

Literature: The Red Balloon, 3rd Grade

Early Strategies: Level IV Vis. Verb 1, Level VI
Language Oral 2

Health: I Nutrition E, III Mental Health A,B,F



MAKE MY WORLD

Review the continents, oceans, poles, tropics and equator. Divide class into groups to construct globes - using balloons, papier mache, paint, tissue paper and atlases. Have groups work together in constructing globes, first putting papier mache on blown up balloons, then painting blue (for oceans). Use tissue paper to trace continents, and past them on the mache. Label continents, poles, oceans. Using yarn, put on equator and tropics. After globes are assembled, discuss the positive and negative things that happened in each group. Was working in a group easier than doing it individually?

**Related Subjects:**

Art, Study Skills, Math

Middletown Correlation:

Social Studies: Geography - Obj. 1 Intermediate

Psychology/Philosophy - Obj. 1 Intermediate

Art: Form, Space, Texture, Shape

Study Skills: E-15, G-1

Math K-6: F-6, Gr-10

7-9

"I DO"

Have the students read "The New Hut" (African Myths and Legends, Oxford Press, Arnott).

Discuss the meaning of the following terms used in the story: bride, wealth, polygamy, family approval, wedding feast, and lighting of the fire.

Have the students role play an African wedding - using the tradition and procedures exemplified in the story.

Have students role play the preparation and ceremony of a traditional American wedding.

Discuss the cultural differences between the two ceremonies.



Related Subjects:

Language Arts, Literature

Middletown Correlations:

Social Studies: Anth/Soc. - Obj. 3 Int. a; Obj. 6 Int. b

Language Arts: Wisconsin Level G 1,3; Ginn, Level 13 - Unit 5

Literature: The Bride Price, Grade 8 advanced novel

OBJECTIVE 2.4: ANALYZES DIFFERENCES
BETWEEN PERSONAL VALUES
AND THE VALUE ORIENTATION
OF OTHERS.



K-3

TASTE IN

Prior to the lesson, request one kind of cleaned raw vegetable from each student.

Discuss what kind of vegetables students like and dislike and why.

Have students taste various vegetables encouraging them to try at least one vegetable they never tried before.

Take a poll using tallying to see which was the most popular vegetable and which was liked least. Write the answers on the board - see if their likes or dislikes have changed from the beginning.



Related Subjects:

Health, Math, Language Arts

Middletown Correlations:

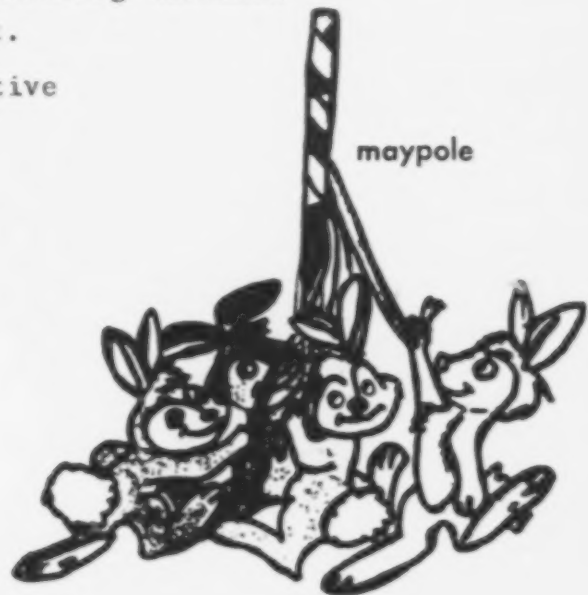
Health: Nutrition A,B,C,D,E

Math: Math 8 - DMP, Topic 12,24,33

DECISIONS! DECISIONS!

Have students role-play a situation where a group of friends are out playing in the school yard after school hours and decide to have a rock throwing contest at nearby objects, cars, etc. Have students state whether or not they would participate in the rock throwing incident and give reasons why or why not.

Have the class discuss alternative solutions to rock throwing.

Related Subjects:

Literature, Social Studies, Language Arts

Middletown Correlation:

Health: II - Safety A, H, I

Literature: 4th grade - some of Little House on the Prairie

5th grade - Boston Bells

6th grade - Door in the Wall

Social Studies: Psychology/Philosophy - Obj. 3, Int. a & c

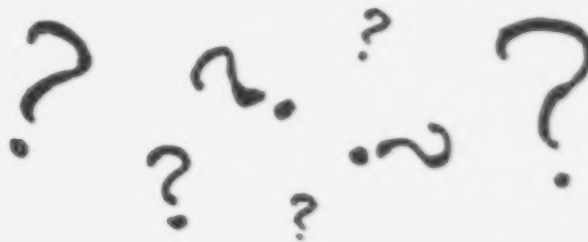
PRIORITIES

Show the filmstrip Values (Eye Gate) or similar filmstrip. Discuss some of the various values depicted in the filmstrip and how each has varying degrees of importance to individuals.

Read some sample value questions such as:

1. To whom would you confide?
a) Your parent. _____ b) Your best friend. _____
c) Your teacher. _____
2. What kind of gift would you most like to receive?
a) A gift which you selected. _____
b) A gift which you already have knowledge of in advance. _____
c) A gift which is a complete surprise. _____

Following responses, graph the answers on the board.
Discuss reasons for student choices.



Related Subjects:
Math, Language Arts

Middletown Correlations:
Health: IV Mental Health K
Grade 8 - E-4

OBJECTIVE 2.5: AFFIRMS THE NEED FOR POSITIVE
INTERPERSONAL RELATIONSHIPS.

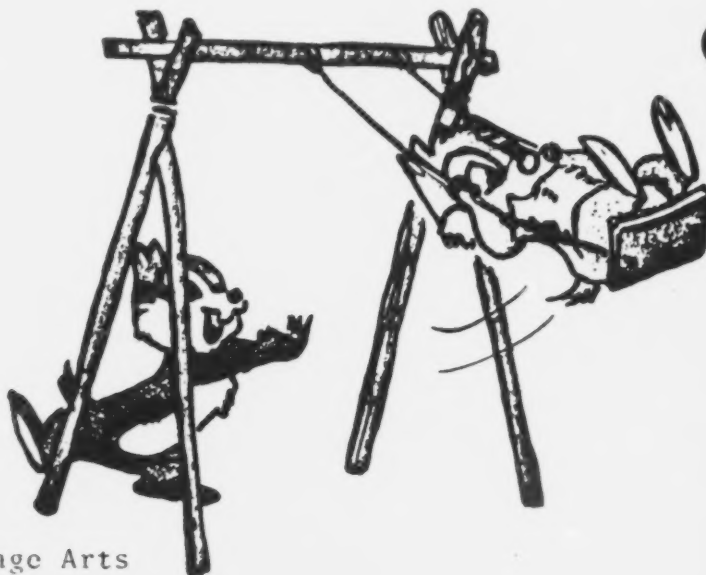
K-3

HELPING

Read Richard Scarry's People at Work.

Discuss what each character does in the book to help others.
Have students act out situations in which each child can
help another, such as helping to tie shoes or zip coats,
picking up scraps from the floor, assist in practicing
spelling, etc.

Discuss how students can help others in school and at home.



Related Subjects:

Comprehension, Language Arts

Middletown Correlations:

Social Studies: Political Science - Obj. 1 Prim b

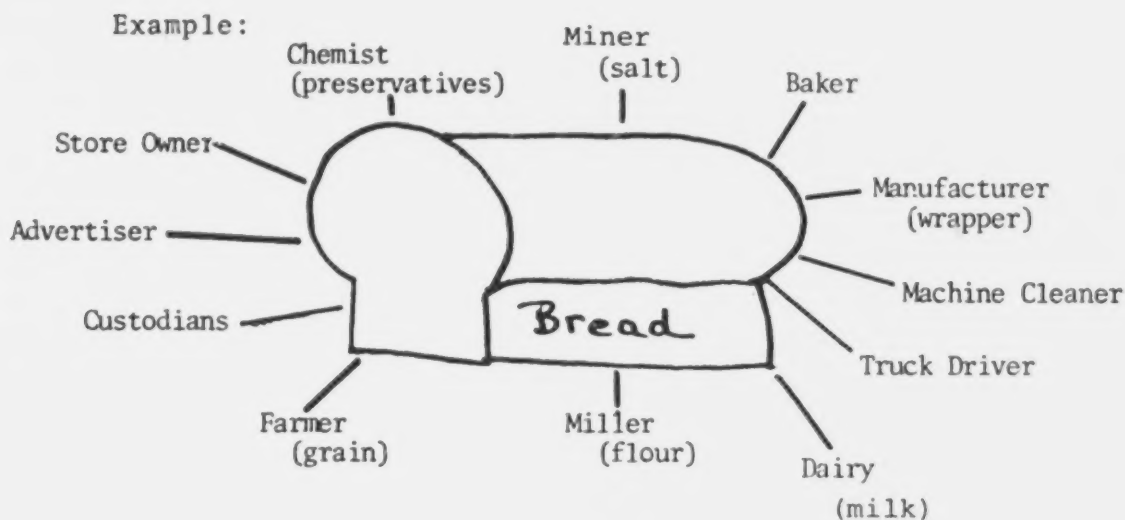
Psychology/Philosophy - Obj. 2 Prim d

Comprehension: Level A-1, B-1,2, C-2

JOBS, JOBS, JOBS

List on the board careers of parents, friends or relatives, elicited from pupils, and identify those related to production. Have students select a product (preferably one which a relative or friend is involved in producing) and list as many components of the production as he/she knows. Research the rest by using such items as - labels, encyclopedias, etc.

Create an original display or chart which demonstrates the many workers necessary to create the product. (Remember truck drivers, maintenance crews, cleaning people, etc.)



Related Subjects:

Language Arts, Art

Middletown Correlations:

Social Studies: Economics - Obj. 2 Prim c

Language Arts: Ginn, Level 9 - Unit 3,4,5

Level 11 - Unit 4

Level 13 - Unit 2

7-9

TEAM TOWER

Divide class into groups and supply 50 straws and a roll of tape to each group. Explain that each group has 20 minutes to build a self-supporting, five foot tower using the supplies given.

At the end of 20 minutes the group will evaluate its success and list the skills needed to work in a group.

Each group will summarize its results to the class in relation to teamwork.



Related Subjects:

Art, Language Arts, Math, Science

Middletown Correlation:

Social Studies: 9th Grade Occupations

Art: Physical Development #2a

OBJECTIVE 2.6: RESOLVES CONFLICTS
INVOLVING GROUPS.

K-3

OUR SCHOOL

Divide class into groups of 5. Give each group a large sheet of craft paper. Each group is assigned to draw a picture of Our School.

Let students work for approximately 30 minutes.

After completion of the activity, each group will discuss with the class what happened in the group, answering these questions:

- Were there any problems?
- How did you solve them?
- Did anyone become the "boss"?
- Did everyone help on the project?



Related Subjects:

Social Studies, Art, Language Arts

Middletown Correlation:

Health: Mental Health A

Social Studies: Political Science - Obj. 3 Prim 2
Psychology/Philosophy - Obj. 5 Prim a & b

Art: Line, Form, Space, Texture, Shape, Color

CAVE-IN

Have the class sit on the floor in a circle in a darkened room. Place a light in the center of the group.

Given situation: The class is on a cave exploration trip. The students are trapped by a cave-in. There is a narrow passage in sight. In order to be saved, they must form a single line. At any moment another rock slide could occur. The ones nearest the front of the line will have the best chance for survival. Each member will give his/her reasons for why he/she should be at the head of the line. After hearing each other's reasons, the students will determine the order by which they will file out.



Related Subjects:
Language Arts

Middletown Correlation:

Health: K-6 - II Safety - I,L

III Mental Health - A,B,C,D,E,G,H,J,K,L

IV Physical Fitness - D,F

Language Arts: Weehawken

SHIPWRECK

Divide the class into four groups. Appoint a recorder for each group.

Given situation: Ten people, a 31 year old bookkeeper and his pregnant wife, a college militant, a second year medical student, a famous 42 year old author-historian, a Hollywood starlette, a singer, a college co-ed, a 54 year old bio-chemist, and a police officer with a gun, from which he can not be separated, are on a ship.

The ship is wrecked within miles of an uncharted island which is presumed to be uninhabited.

Only 7 of the 10 can fit in the life boat.

Each group will have 30 minutes to decide which 7 of the 10 will be saved. At the end of the allotted time, each group will present its lucky 7 giving reasons for their choices. Each group recorder will tell what problems were encountered and how cooperative, interpersonal relationships can resolve conflicts of opinion.

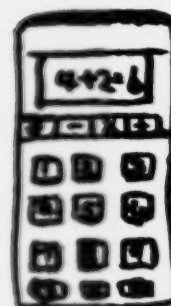
Related Subjects:
Language Arts



Middletown Correlation:

Health: Grade 7 - Unit I Mental Health, II, III A,B,E
Grade 8 - Unit I Mental Health, II, III A,B,C,D,F
Grade 9 - Unit I Mental Health, III E,G
Language Arts: Weehawken

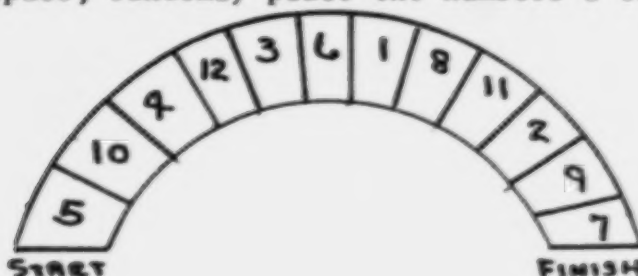
OBJECTIVE 2.7: RECOGNIZES THE ROLE OF CONSTRUCTIVE
AND POSITIVE COMPETITION.



K-3

SPEEDWAY

Divide class into teams of four. Have each team design its own speedway with 12 blocks or spaces in each. In each space, randomly place the numbers 1 to 12.



Give or have each team make a model car. Select one team member to be a timekeeper. This game is used for the times table or addition facts. Select a times table or addition numeral to be used. A student moves his/her car to the first numbered blank after the starting line saying "2 times __ equals __," or "__ plus __ equals __." Student follows this practice for each succeeding blank in the speedway. If a mistake is made, the team calls out the correct response, student restates fact, and proceeds. When race course is completed, the leader of each team records the time on a record sheet. After each team member has completed the race course, the leader totals the time. The team with the least time wins.

Related Subjects: Math, Early Strategies, Art

Middletown Coorelation: Math: C-2, A/S-9, D-3, M/D-6, D-3,
M/D-7, D-3, M/D-25

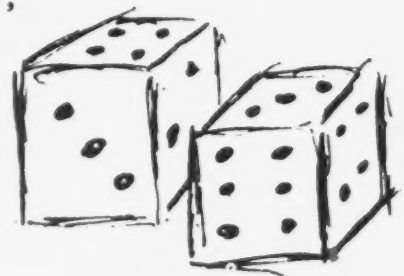
Early Strategies: Math 12, 18

Art: Academic C; Social A,B; Form pg. 34; Shape pg. 46

MONEY MATTERS

Divide the class into groups of five students. Each group contains four players and one cashier, (each student takes a turn being the cashier.) Each group receives 50 "Buy" cards, 50 "Sell" cards, 1 "Buy and Sell" die and a cash box containing play money in the amounts of \$20.00, \$10.00, \$5.00, \$1.00, 50 cents, 25 cents, 10 cents, 5 cents and 1 cent. Mark cards in amounts appropriate to your grade level.

Game Rules: Each player rolls the die and reads out loud the words Buy or Sell. He/she then picks an appropriate Buy or Sell card from the deck. When a Buy card is chosen, the player gives the cashier the dollar amount indicated on the card. When a sell card is chosen, the cashier gives the player the dollar amount indicated on the card. At the end of 35 minutes, the person with the most money wins.

Related Subjects:

Comprehension, Language Arts, Social Studies

Middletown Correlations:

Math: D-2 - Mny 5 and 6; E-6 - Mny 8

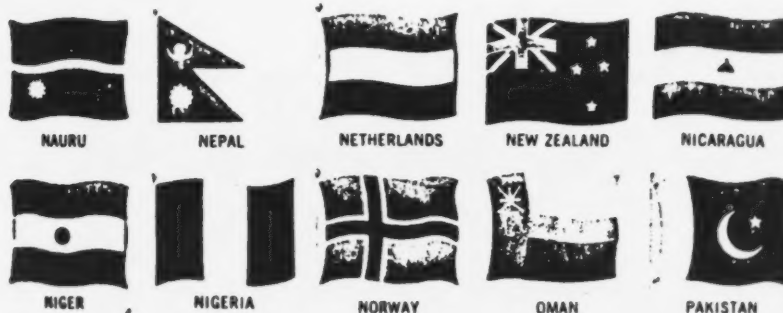
MEDAL WINNERS

Divide the class into groups of six. Each group will select a different country which participates in the Olympic games.

Each person in the group will select a different olympic sport. By using reference tools in the library (i.e. almanacs, Guinness Book of Sports Records, etc.) each student will try to locate the medal winners for his/her country and sport.

Using either simple tables, charts, or graphs, each group will collate their research.

The class will be called together to discuss ways competition serves groups and individuals.



Related Subjects:

Study Skills, Social Studies, Language Arts, Math

Middletown Correlation:

Study Skills: E-15, E-16

Social Studies: World Cultures

Math: Base Line Data Objectives - Grade 7K, Grade 9F

OBJECTIVE 2.8: IDENTIFIES AND USES
INTERPERSONAL SKILLS



K-3

ALPHABET STEW

Divide the class into small groups. Give each group a large sheet of paper on which to draw, color and cut out a stew pot. Each group of children are to either draw or write down the names of foods - one for each letter of the alphabet (if possible). When list is complete the children and teacher will check the names for correct spelling.

Have each group decorate their stew pots with the names of their stew ingredients.

Make a bulletin board of the stew pots so children can compare for similar and different ingredients in the various stew pots.



Related Subjects:

Art, Early Strategies, Study Skills, Social Studies

Middletown Correlations:

Language Arts: Dictionary Skills #1,2,3

Art: Academic-C, Shape-pg. 34, Form-pg. 46

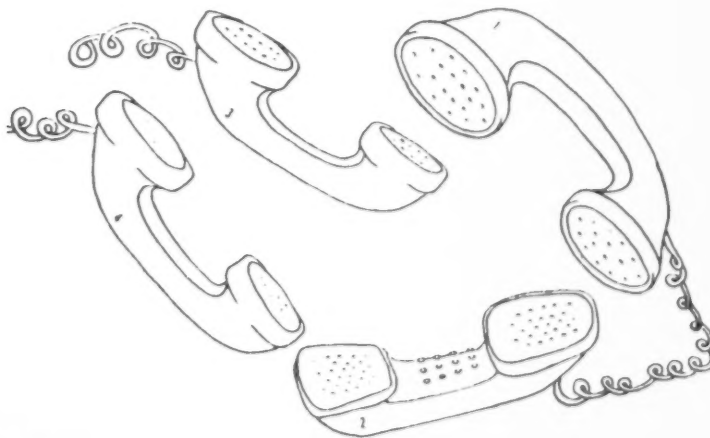
HELLO

Discuss with the class the proper use of the telephone.

List on the board some good telephone manners everyone should practice when using the telephone.

Show the filmstrip "Home Manners" from the set Manners Are Lots of Fun (Troll Associates) or, if available, the Bell Telephone filmstrip (offered free of charge from the Bell System).

Select various students to perform several skits, illustrating various situations in which good telephone manners are used. The class will judge each skit to determine if good phone manners were used.



Related Subjects:

Weehawken, Comprehension

Middletown Correlations:

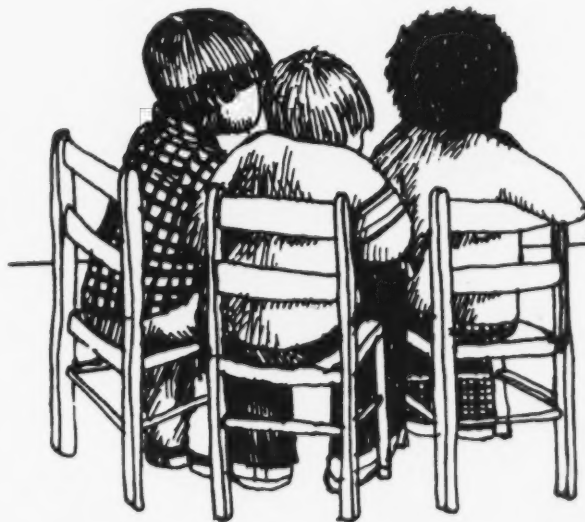
Language Arts: Weehawken, page 217

TO DO OR NOT TO DO

Use this situation or a similar one to initiate a discussion on flexibility in social relationships.

You are walking past a group of people and overhear them talking about a friend of yours. They are saying that they saw him/her shoplift an item from a local store. How would you handle the situation?

Discuss all the possible alternatives and give reasons for choosing or discarding them as solutions.



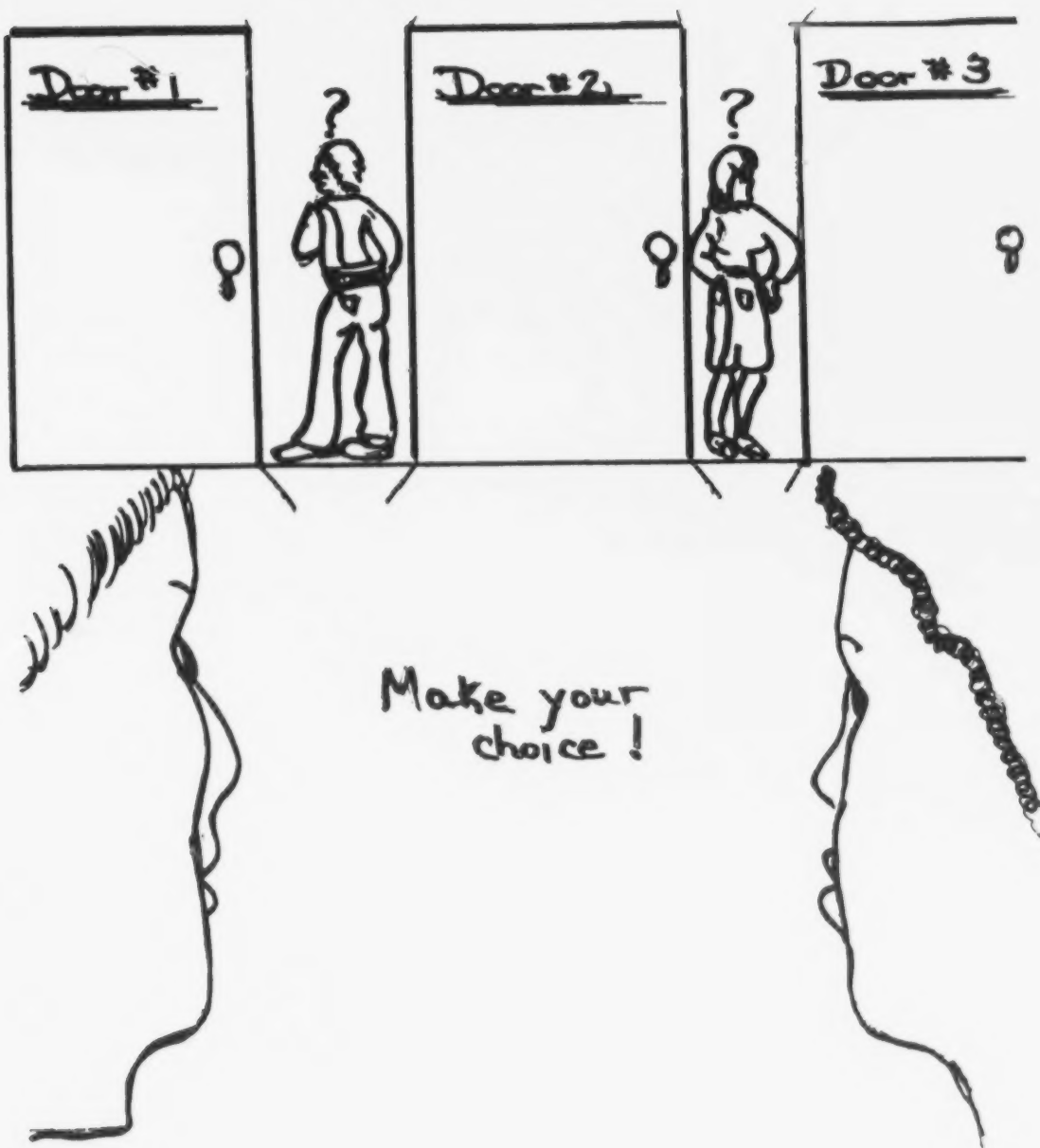
Related Subjects:

Health

Middletown Correlations:

Health: Grade 8 - Unit I - Mental Health, II and III, A,D,F

Grade 9 - Unit I - Mental Health, I, A.D., II and III, A,B,C,E,F,G



GOAL #3:

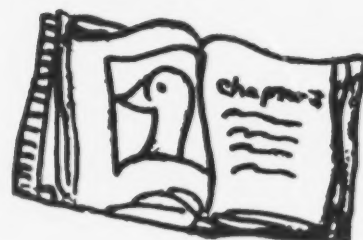
IMPROVE CAREER PLANNING AND
DECISION-MAKING SKILLS.

OBJECTIVE 3.1: IS ABLE TO USE DECISION-
MAKING PROCESSES.

K-3

WHAT'S IN A BOX?

Allow small groups of students (2-3) to feel the unknown contents of a box (i.e., pencil, tree bark, eraser, stone, etc.) Each group will then try to determine what is inside. They should then make an "educated guess" as to the contents and give reasons for their identification. Contents of box will then be shown. Conclude the activity with a discussion on decisions and how they are made.



Related Subjects:

Health, Science, Art

Middletown Correlations:

Reading: Level 4 - Ginn Series

Health: The Body, Obj. A. Primary 1-12

Health Education Curriculum Guide K-6, p. 36

Health Obj. Scope & Sequence Chart, Mental
Health III - J, pg. 7

Science: SCIS - Level K, Part III; Level I, Part I

Art: Concepts #2-Texture, Grade 1,2,3, pg. 42

ANIMAL INFORMATION

Pupils select an animal from a list of endangered species, wild animals or pets. Using a variety of sources such as dictionaries, encyclopedias, magazines, filmstrips, library, etc., students take notes and prepare a short written report about animal selected. Include in the paper, size of animal, food, color, habitat and any other interesting facts. Reports are shared with class.

The activity is then concluded with a discussion on the appropriateness of various sources of information. It should be brought out that often more than one source is necessary to get the information needed on a given subject.

**Related Subjects:**

Study Skills, Social Studies, Science

Middletown Correlation:

Reading: Level 5-6, 10,11,12 - Ginn Series

Study Skills: D-8, E-8, E-12, F-12, G-9

Social Studies: Elem. Social Studies Guide - Geography-Objective #6

Science: SCIS - Level 4, Part I; Level 5, Part II

7-9

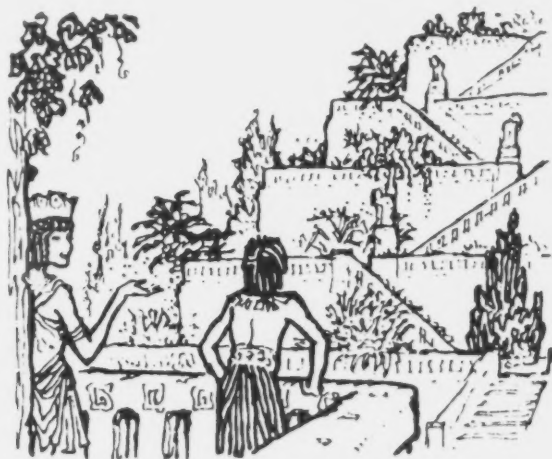
HAMMURABI'S CODE - JUSTICE FOR ALL?

After assigning students to read segments of Hammurabi's Code, discuss why the Babylonians established this code.

Divide the class in half to prepare for a debate.

"Hammurabi's Code provides an efficient and equal system of justice."

Prepare students to "prove" or "disprove" their decision as to a fair and efficient code through an examination of its contents.



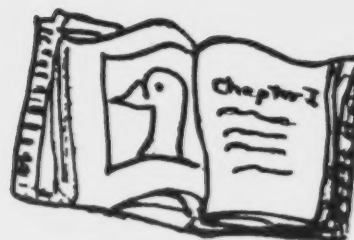
Related Subjects:

Social Studies, Study Skills

Middletown Correlation:

Study Skills: D-8, E-8, E-12, E-15, F-12, G-9

OBJECTIVE 3.2: RELATES PERSONAL VALUES,
ABILITIES, INTERESTS TO
DECISION-MAKING.



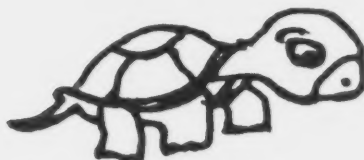
K-3

SPLIT DECISIONS

Utilize selections from the district "Literature Curriculum Guide, June 1980". Some good ones are:

- K - That's Right Edie
- 1 - Where the Wild Things Are
- 2 - Hare and Tortoise also Boy and the Wolf
- 3 - Five Chinese Brothers

While reading a story aloud, student may raise their hands each time a character in the story makes a decision. At conclusion of story, discuss with class reasons for some of the decisions identified, then make a drawing of a character and match decision to character or re-enact decision making using puppets.



Related Subjects:
Social Studies, Art

Middletown Correlation:

Language Arts: Ginn, Level 2, 3, 4, 5
Social Studies: Objective 4
Art: Learning Objective 2, A (all), B-5, C-1-5

FAMOUS FACES

Use several biography selections from the "K-6 Literature Curriculum Guide, June, 1980". Selections to be read to the children, page 9. Example:

- 4 - Benjamin Franklin
- 5 - Carry on Mr. Bowditch
- 6 - My Furthest - Black Person "The African"

At the conclusion of the reading, pupils identify personal values, abilities and interests that contributed to the subject's success.

Abraham Lincoln



Related Subjects:

Study Skills, Social Studies

Middletown Correlation:

Language Arts: Ginn, Level 7, 8

Study Skills: G-9

Social Studies: History, Objective #1

7-9

RIGHT OR WRONG

Read selection from literature - examples:

That Was Then, This is Now - S. E. Hinton

The Outsiders - S. E. Hinton,

Captain Courageous

List decisions made by characters. Rate each decision as satisfactory or unsatisfactory.

Discuss how personal values influenced decisions.



Related Subjects:

Science, Social Studies, Foreign Language, Health

Middletown Correlation:

Literature from selections suitable for your grade.

Health: Health Education Curriculum Guide, Gr. 7-9, August, 1980. Grade 7 - Consumer Skills; page 4 - I, II, III - B,G,L,N

OBJECTIVE 3.3: ADAPTS DECISIONS TO
CHANGING CIRCUMSTANCES.



K-3

HOW AND WHY

Initiate a class discussion about how different kinds of decisions are made. List a number of personal decisions made by students on blackboard. Place a symbol after each to indicate the type of decision, such as: easy or difficult; rushed or calm; made by self or made by parent; made at home or made at school; involving money or time or people or others. Conclude with development of simple bar and picto-graph on chart paper or board, comparing types of decisions - easy or hard, rushed or calm, etc.



Related Subjects:

Language Arts, Health, Math

Middletown Correlations:

Social Studies

Language Arts: Level B, 2; Level C, 2 part b

Health: Nutrition - I; Mental Health - J

WHAT IF -----?

Play "What if". Indicate a class discussion about several historic events or a number of current events. Consider the question "What if?" Pose several questions and let pupils make determinations as to how the decisions already made or the events that have passed might have been changed. Pupils then draw a picture and/or write a short report on how an event might have been different.

Related Subjects:
Language Arts

Middletown Correlation:
Social Studies: G-8, G-9 - page 217
Language Arts: Weehawken - page 133, #16.

WHAT NEXT?

Use a newspaper and find an article related to one or more of the following: auto accident, serious illness, unemployment due to plant closings, early retirement or geographical promotion. Determine the employment of the person in the article. If not indicated, assign a career to a person.

Research the occupations in a current Organizational Outlook Handbook and find possible alternative careers.

Business & Consumer
Spotlight
Red Bank will continue as county firework
By JAMES H. HARRIS
The county board of supervisors has approved a plan to continue the annual firework display in Red Bank, N.J., for the next several years. The plan, which was presented by the Red Bank Fire Department, calls for the display to be held on the first night of the Fourth of July celebration. The board also approved a plan to continue the display in Middletown, N.J., for the next several years.

Retail sales surge
The National Retail Federation reports that retail sales in the United States rose 1.1% in May from a year earlier. The increase was the largest in three years and was due to a combination of factors, including a strong economy and a rise in consumer confidence.

Third party entering bidding for highway
The state of New Jersey has announced that it will accept bids from private companies to build and operate a new highway interchange in the state capital. The project, which is estimated to cost \$10 million, will be a toll road. The state is currently receiving bids from several companies, including a consortium led by the state's largest construction firm.

Economic Indicators
Gordon State Parkway
Toll Revenue
The state of New Jersey has announced that it will accept bids from private companies to build and operate a new highway interchange in the state capital. The project, which is estimated to cost \$10 million, will be a toll road. The state is currently receiving bids from several companies, including a consortium led by the state's largest construction firm.

The Daily Register
THURSDAY, JUNE 22, 1978
15 CENTS

Navy won't meet with Middletown
MIDDLETOWN — The Navy is refusing to meet with the town of Middletown, N.J., to discuss the proposed construction of a new naval facility. The town has been asking the Navy to meet with them for several months, but the Navy has refused to do so. The town is now considering other options, including building the facility themselves.

Related Subjects:
Study Skills

Middletown Correlation:
Social Studies: Goal 3A
Study Skills: F-8, F-10, F-12, G-8, G-9

OBJECTIVE 3.4: ASSUMES RESPONSIBILITY
FOR DECISIONS MADE.



K-3

SAFETY - BEFORE, NOT AFTER

Using a variety of old magazines, have your students find and cut out pictures that illustrate safety at home, in school, or on a job situation. Use pictures to make a collage illustrating safety habits people should practice. Post all pupil work on bulletin board. Conclude activity with discussion of consequences of not following good safety practices.



Related Subjects:

Art, Language Arts

Middletown Correlation:

Health: II, Safety A-L

Art: Space; Texture

Language Arts: Comprehension - Level A-1; Level B-2,
Part B

GOOD GROOMING

Activity: Initiate a class discussion about good grooming habits. Pupils then draw pictures for each good grooming habit discussed. A mural can then be made showing all the grooming habits of an average day in a sequential order. Conclude the activity with groups of students role playing situations illustrating good and bad grooming habits.



Related Subjects:

Art, Social Studies

Middletown Correlation:

Health: V - The Body D and G

Art: Concepts 1-4; Creative A,B,C; Manual A,B,C;
Social Emotional; Space; Texture

Social Studies: Psychology and Philosophy, Obj. 1,
Int. C

ALTERNATIVES

After students have discussed alternatives for unplanned pregnancies, divide the students into small coed groups. Students will role play to the following situation:

Your best friend and his/her boy/girlfriend have come to you asking for advice. She is pregnant and they are concerned about what to do. What questions might be asked in order to learn more about their situation? What options and facts would you present to them in an unbiased way so that they can weigh the pros and cons and come up with a decision on their own? What are the possible short term consequences? Long range consequences? Ask a social worker, cleric, adoption agency representative, doctor, etc., to discuss questions with students.

Related Subjects:

English

Middletown Correlation:

Health: Mental Health - III - A-G
 Personal Health - III - A-I
 You As A Health Consumer - III - A-D
 User Mis-Use of Substances - III - B-F
 Safety - III - A-D
 Disease and Public Health - III - A-G

OBJECTIVE 3.5: RECOGNIZES THE VARIETY OF SETTINGS IN WHICH DECISIONS ARE MADE AND THE INFLUENCES ON DECISION-MAKING.



OUTDOOR FUN:

K-3

Have pupils draw a picture of an outdoor game that he/she played with another member of the family or a friend. As part of a circle discussion, each pupil briefly tells the group about the game in the picture as well as whose idea it was to play the

game and why. Conclude the activity by displaying the pictures on the bulletin board.

Related Subjects:

Art

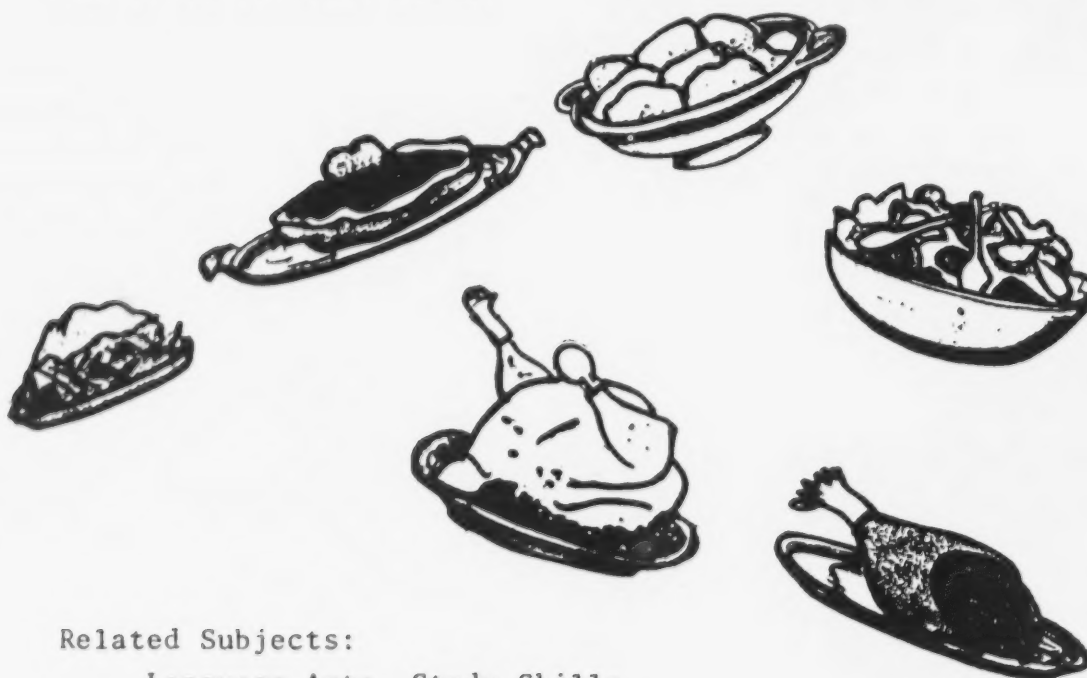
Middletown Correlation:

Physical Education: Games - control of time, force, space and flow

Art: Line, pg. 30; Form, pg. 34; Texture, pg. 42; Color, pg. 50

FOOD FUN

Full Activity: As part of a study on nutrition, have students make a list of their most favorite and least favorite foods. Then indicate next to each which are also favorites and least favorites of mother, father, sister, brother or other members of the family. Let pupils review their lists and decide if any likes or dislikes were influenced by other members of the family rather than their own taste. Conclude with pupils writing a balanced menu including both favorite and least favorite foods.

**Related Subjects:**

Language Arts, Study Skills

Middletown Correlation:

Health: I-Nutrition B,C,D,E,I

Study Skills: G-9, G-8



CONSUMER AND THE ENVIRONMENT

Use a supermarket circular to identify as many products as you can that are harmful or potentially harmful to the environment. Make a list of products that could be substituted for the harmful products. List other products that a consumer might buy that would be harmful or potentially harmful to the environment. Discuss the (conditions, situations, things) that influence decisions.

Spinach Salad
1 lb. bag \$1.99

Fresh Spinach
39¢

Mushrooms
1 lb. \$1.19

Sweet Onions
39¢

Bean Sprouts
59¢

Leaf Lettuce
79¢

Celery Hearts
69¢

Red Apples
59¢

Shelled Walnuts
1 lb. \$1.89

Flies Plants Yee!
Flowers & Vegetables

Bedding Plants
Assorted Vegetables
Assorted Colors
99¢

Long Lasting Blooms
Seed
Geraniums \$1.09

Late Spring Blooms
Rhododendrons \$4.49

Great For Ground Cover
Hardy Junipers \$3.99

Tomato Fertilizer Spec. Fertilization
Jobes \$4.99

Moth Killer
Ortho \$4.99

Ortho Sprayer
\$5.49

Tree Bands
\$6.99

Related Subjects:

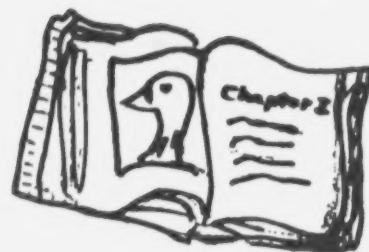
Science

Middletown Correlation:

Home Economics: Nutrition

Science: Life Science II, 30
Earth Science II, F-2 - IV, C-6

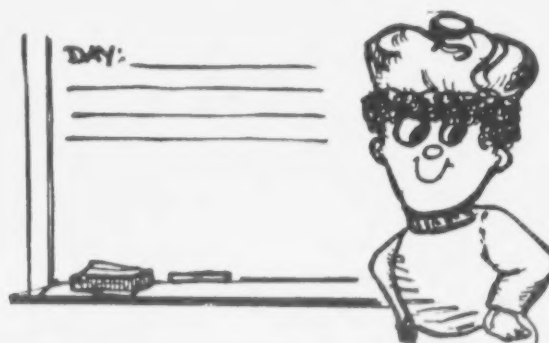
OBJECTIVE 3.6: DEMONSTRATES DECISION-MAKING
SKILLS NEEDED IN PREFERRED
OCCUPATIONS.



K-3

CLASSROOM TASKS

Assign students classroom jobs such as: eraser clapper, board washer, line leader, messenger, plant waterer, etc. After the children have carried out the tasks relating to each job for a week, each pupil shares with the class some of the decisions that were made in carrying out his/her job. These are recorded on story chart paper and compared with other decisions.



Related Subjects:

Social Studies, Science

Middletown Correlation:

Language Arts:

Social Studies: Political Science, Obj. 1 - Problem b
Psychology/Philosophy, Obj. 5-Pri. b

Science: Level 11 - Organisms, Part I
Level 12 - Life Cycle, Part I

"A DAY IN THE LIFE OF"

Interview a parent or other grownup on typical work week, including ideas on: humorous events, problems that arise, and decisions that are made. Split class into groups according to similar occupations of their parents/grownups. Compare findings. Write a playlet which combines situations, problems, decisions, and humor from the information derived in the interview. Create hand puppets and accessories for their play. After rehearsing with puppets and props, present play "One Day in the Life of _____" to classmates.



Related Subjects:

Art

Middletown Correlation:

Language Arts: Level 12, Unit 1,2,3 (Ginn Reader)
 Level 13, Unit 1,2

Art: Manual - B

SHOULD I OR SHOULDN'T I?

Divide class into teams of four. Select five occupations in science that are of interest to the group. By research or interview, find out what kinds of decisions people in those occupations make. (Decisions might include: firing, hiring people; life or death; low/high risk; money/wages.) Review the decision making process. Role play situations in which decisions are made and their effects on individuals.



Related Subjects:

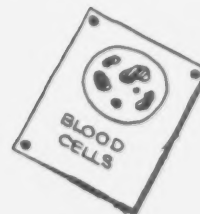
Science, Social Studies

Middletown Correlation:

Language Arts:

Science: Career Curriculum, Grade 9

Social Studies: Study Skills - G-8, G-9



OBJECTIVE 3.7: SETS AND CARRIES OUT SHORT
TERM AND LONG RANGE GOALS.

K-3

WHEN WILL IT BE DONE?



After opening exercises, discuss the planned class activities for the day or possibly for the next several days. A special activity for a holiday could be selected. Then establish individual and group responsibilities for completing the planned activity. At the end of a day or designated period of time, check and evaluate individual and group progress with children. Children often can keep record of their own achievements.

<u>DAILY SCHEDULE</u>	
9:00 a.m.	Salute to Flag
9:15 a.m.	Story Time
10:00 a.m.	Art
11:00 a.m.	Assembly
12:00 noon	Lunch

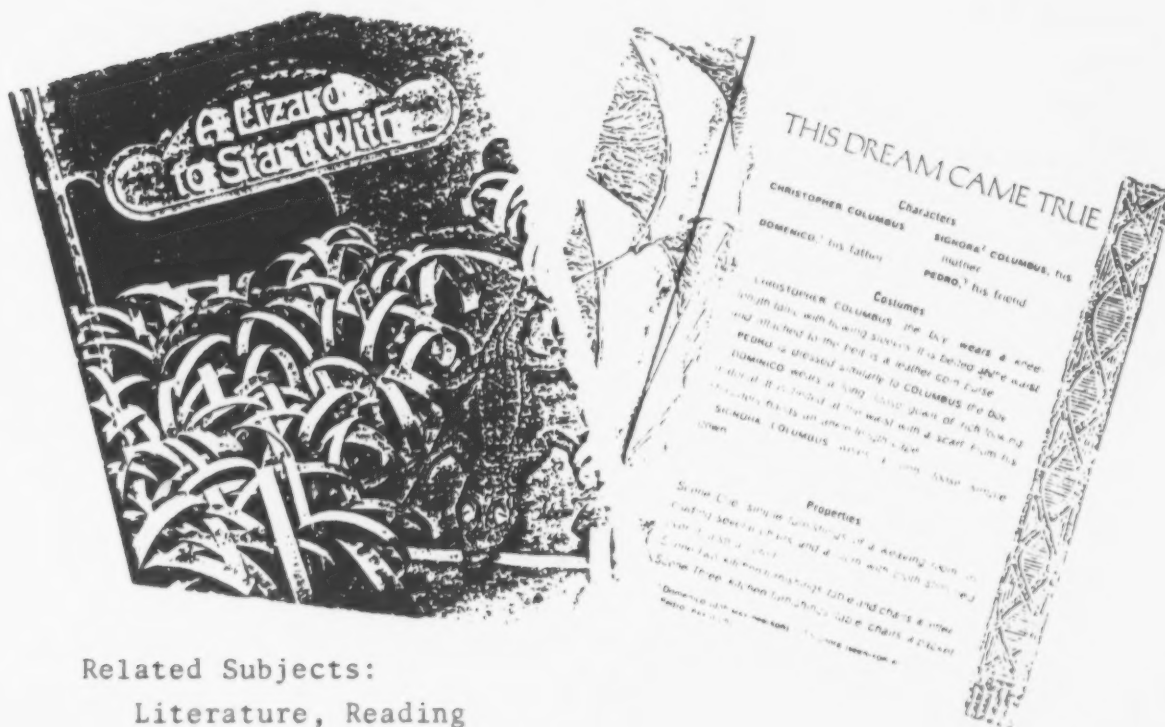
Related Subjects:
Language Arts

Middletown Correlation:

Social Studies: Psychology/Philosophy Obj. 5 Prim. A & B

DREAMS CAN COME TRUE

Full Activity: After students read and enact the play in the basal reader A Lizard to Start With, Ginn and Co., they will discuss their dreams and goals for the future. Each student will list three dreams (goals) for the future and will answer the questions: How do you expect to accomplish your dreams? Are dreams (goals) important to people? What would it be like if people weren't able to dream about the future?



Related Subjects:

Literature, Reading

Middletown Correlation:

Social Studies: Economics Obj. 4 - Int. E

Literature: 5th grade Boston Bells (found in Ginn)

Reading: Ginn Series, Level 11

PUTTING YOU IN THE PICTURE

Discuss the different careers students are considering. Have each student cut out pictures illustrating the career he/she is interested in pursuing in the future. Make a small collage and place it in the center of a piece of construction paper. Cut out pictures/words depicting what is being done presently to achieve the goal. Run colored string from short term to long range goals. Present the collage to the class explaining long range goals and what is presently being done to achieve those goals.



Related Subjects:

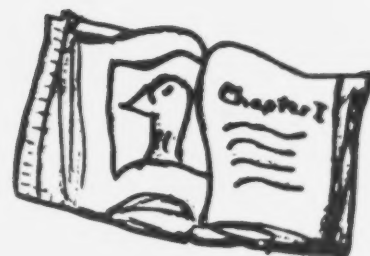
Language Arts

Middletown Correlation:

Social Studies: Study Skills - G-8, G-9

Language Arts: Weehawken; Warriner's: Speech Objectives,
pg. 24 - Grade 9

OBJECTIVE 3.8: DEMONSTRATES THE ABILITY
TO PARTICIPATE IN GROUP
DECISION-MAKING.

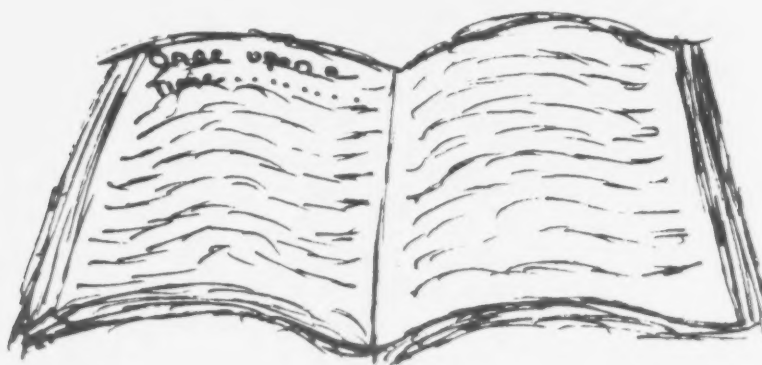


K-3

STORY STARTERS

Divide class into small groups. Each group develops an opening line or situation for a short story. Each group's story opener is shared with the class.

The class then votes on which story opener is best. Have each group add to the story. Write each group's contribution on a story chart and have each group collectively illustrate its segment.



Related Subjects:

Art

Middletown Correlation:

Language Arts: Weehawken, pg. 219; Comprehension -
Level B; Ginn Reading, Level 4

Art: Skills 1, Perceptual, Creative, Manual

MAKING AND PASSING A BILL

List items students would like to initiate, change, or improve in their school programs (i.e., school lunch, club activities, playground schedule, etc.). Organize volunteers to serve on committees to report on items they support. Write proposals, read to class members and discuss reasons the class should support the "bill". Vote. Discuss how group decisions relate to improvements or changes.

(Does tell when the amendment became a part of the Constitution.)
The Bill of Rights for first ten Amendments (1791)
THE AMENDMENTS
 1. Congress is forbidden to pass any law which will give a religious or caste privilege to one citizen over another, or will give special privileges to one citizen over another.
 2. The right of the people to keep and bear arms shall not be infringed.
 3. No soldier in time of peace shall be quartered in any house without the consent of the owner, nor in time of war except in a lawful manner.
 4. The people are protected against search and seizure without a warrant being first issued for the same, or from having to testify in criminal cases against themselves or from being deprived of life, liberty or property without lawful means.
 5. A fair and speedy trial for the accused is guaranteed in criminal cases.
 6. Very high bail, still fines, or cruel punishment are forbidden.
 7. Just before certain rights of the people have been stated in the Constitution does not mean that they do not have still others not mentioned there.
 8. All powers not given to the Constitution to the U. S. nor forbidden to the states are reserved to the states or to the people.

Related Subjects:
 Social Studies

Middletown Correlation:

Language Arts: Weehawken, pg. 221

Social Studies: Political Science - Obj. #2; Study Skills - G-8, G-9

TAXES

After discussing purposes of taxes and kinds of taxes, divide students into eight economic levels such as low income, retired, wealthy, etc. Because a crisis situation has developed in the community, ascertain a tax plan which is best for group's personal interest. Each economic class group presents plan to Town Council which has been selected by secret ballot. Town Council decides final action giving detailed reasons for their decisions. Discuss effectiveness of group decision-making.

1973 FINAL/1974 PRELIM. TAX BILL			
BLOCK NUMBER	LOT NUMBER	QUALIFICATION	
76 R	17		
PHASE II			
1973 QUARTER	254.34	1973 QUARTER	254.34
1974 QUARTER	250.42	1974 QUARTER	250.42
TAX ACCOUNT NUMBER	TAX CODE	TOWNSHIP ACCOUNT NO.	TAX NET NUMBER
731127441			07748
MIDDLETOWN, N.J.			
TAXPAYER'S NAME			
TAXPAYER'S ADDRESS			
TAXPAYER'S CITY, STATE, ZIP			
TAXPAYER'S PHONE			
TAXPAYER'S OCCUPATION			
TAXPAYER'S RELIGION			
TAXPAYER'S MARITAL STATUS			
TAXPAYER'S NUMBER OF DEPENDENTS			
TAXPAYER'S VETERAN STATUS			
TAXPAYER'S DISABILITY STATUS			
TAXPAYER'S SOCIAL SECURITY NUMBER			
TAXPAYER'S FEDERAL ID NUMBER			
TAXPAYER'S STATE ID NUMBER			
TAXPAYER'S COUNTY ID NUMBER			
TAXPAYER'S TOWNSHIP ID NUMBER			
TAXPAYER'S DISTRICT ID NUMBER			
TAXPAYER'S MUNICIPAL ID NUMBER			
TAXPAYER'S VET. & EL. CITIZEN TAX			
TAXPAYER'S GARBAGE RATE			
TAXPAYER'S ASSESSED VALUATION			
TAXPAYER'S LAND			
TAXPAYER'S IMPROVEMENTS			
TAXPAYER'S TOTAL			
TAXPAYER'S EXEMPTION			
TAXPAYER'S NET TAXABLE VALUE			
TAXPAYER'S TOTAL TAX			
TAXPAYER'S LESS DEDUCTION FOR			
TAXPAYER'S 1973 NET TAX			
TAXPAYER'S BAL. OF 1973 TAX			
TAXPAYER'S 1974 TAX			
TAXPAYER'S 1975 TAX			
TAXPAYER'S 1976 TAX			
TAXPAYER'S 1977 TAX			
TAXPAYER'S 1978 TAX			
TAXPAYER'S 1979 TAX			
TAXPAYER'S 1980 TAX			
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TAXPAYER'S 2023 TAX			
TAXPAYER'S 2024 TAX			
TAXPAYER'S 2025 TAX			
TAXPAYER'S 2026 TAX			
TAXPAYER'S 2027 TAX			
TAXPAYER'S 2028 TAX			
TAXPAYER'S 2029 TAX			
TAXPAYER'S 2030 TAX			

Related Subjects:

Math, Social Studies

Middletown Correlation:

Math: Base Line Date Objectives - Grade 7, A,E;
Grade 8, F; Grade 9, A,C,E

Social Studies: Jr. High School Economics

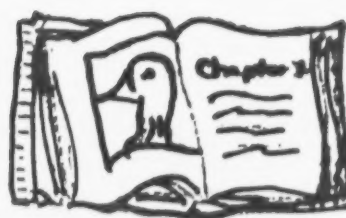
Make It Happen Together!



GOAL #4:

IMPROVE WORK, ATTITUDES, AND
APPRECIATION FOR CAREER SUCCESS

OBJECTIVE 4.1: DEMONSTRATES INITIATIVE
AND INDEPENDENCE.



K-3

WHERE I WOULD WANT TO LIVE

Give students a choice of making a diorama illustrating either a city, rural, or suburban area. Each child will display his/her diorama and tell why it was selected as a possible place to live. List on board attributes of each type of community. Discuss similarities and differences.



Related Subjects:

Social Studies, Art

Middletown Correlation:

Language Arts: Comprehension Skills, Level A-Skill 1-a,b; .
Level C-Skill 2-b

Social Studies: Anthropology-Obj. 3; Economics-Obj. 4;
History-Obj. 1; Pol. Sci.-Obj 1,2;
Geography-Obj. 5

Art: Learning Objectives, p. 6, #3 manual a,b,c; Concepts-
Line-pg. 30, Gr. 1-3; Form-pg. 34, Gr. 1-3; Space- pg. 38,
Gr. 3; Color-pg. 50, Gr. 1-3; Balance-pg. 74, Gr. 3

HOW DID I DO?

Establish a series of learning stations in the classroom. Stations may relate to specific skills or subject areas. Assign students to stations for a specific period of time. After student completes station activity, he/she should fill-in a self-evaluation form similar to the example below.

Name: _____ Station Title: _____

Objective: _____

Activities: _____ Time Completed: _____

Time Started: _____

I feel that my work on this station was:

_____ Excellent

_____ Good

_____ Fair

_____ Poor

My reasons: *

* Examples: "I didn't have enough time."
"The directions weren't clear."
"This was neat!"

Related Subjects:

Social Studies, Math, Art, Science, Health and Safety,
Study Skills

Middletown Correlation:

According to content of stations.

TOLD OR UNTOLD

From a given list a student will determine which activities are adult directed or which are self-directed. The students will give reasons for their choice. Possible list: participate in debate, answer questions in class, follow coach's rules, plan for a vacation trip, select clothes to wear to school, select activities for leisure time, obtain a hall pass, watch the Late Show, attend a party, etc.

[illegible]

Related Subjects:

Health, Social Studies

Middletown Correlation:

Language Arts

Health: Mental Health, III-F,J

Social Studies: 7th & 8th Grade Performance Objectives -
IV Values, A.

OBJECTIVE 4.2: EXHIBITS POSITIVE WORK ATTITUDE.

K-3

NO POLLUTION HERE



Students will discuss local pollution problems. They will then list benefits of the following: cleaner schools, cleaner parks, cleaner homes, cleaner playgrounds, cleaner water. (Teacher can list the benefits for the children.) Each student should take action on one item from the list, i.e., pick up debris on playground, clean up graffiti around the school, illustrate and report on clean-up at home. etc.



Related Subjects:

Health and Safety, Language Arts, Science

Middletown Correlation:

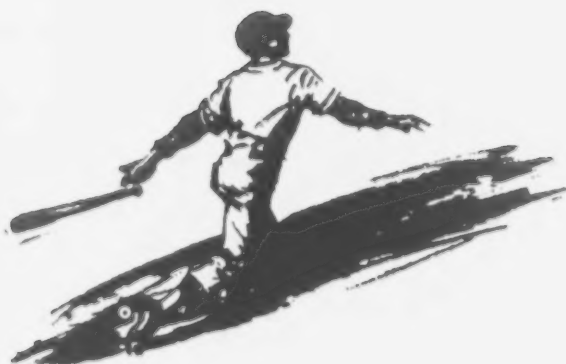
Social Studies: Geography, Obj. 6

Health and Safety: II-Safety, A,B,D,E,H,J,K,L; V-The Body, F

Science: SCIS - Level 1-Organisms, Part III, Habitats
Level 2-Life Cycles, Part III, Biotic Potential
Level 3-Populations, Part IV, The Community

HARD WORK BRINGS SUCCESS

Have students select an American hero or heroine and research, organize, and prepare an oral report on what contributed to his/her success.



Related Subjects:

Language Arts, Health, Study Skills

Middletown Correlation:

Social Studies: History-Obj 1, Intermediate h,i
Anthropology/Sociology, Obj. 6
Economics, Obj. 4

Language Arts: Comprehension Level D, 3-a; E, 3-a; G, 3-a,b
Literature - use Biography section K-6 Guide

Health: The Body I

Study Skills: E-14, E-15, G-8, G-9

7-9

I AM A _____ ?

Display lists of occupations on board. Students select one occupation and complete the following statement:

I am a (firefighter) because (I like to have a dangerous job) .

Tally results on board according to reasons they choose the occupation, i.e. for money

helping others

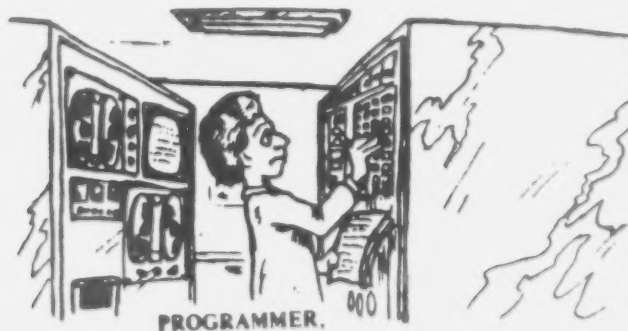
for interest

to use a special ability

for excitement

etc.

Use any kind of graph to interpret results.



Related Subjects:

Language Arts, Math

Middletown Correlation:

Social Studies

Language Arts: Level E, 3-b, 4; Level F, 3-b, 4; Level G, 3-b,c, 4

Mathematics: Elementary Math Objectives K-6 - Gr. 4-C-6; Grade 7-E-4

OBJECTIVE 4.3: UNDERSTANDS THE NATURE
OF WORK.

K-3

I'M A HELPER!

Have students make a body outline of themselves, coloring in a police officer's uniform. The child then holds the uniform and describes one way police officers assist children and adults.



Related Subjects:
Social Studies

Middletown Correlation:
Social Studies: Economics, Obj. 4 - Community Helpers.

WHAT'S MY FUTURE?

Have students select a job a member of his/her family holds and research aspects of job by interviewing the person involved. Make a collage of representative articles used on the job and present to the class. Aim for a large variety of jobs and equipment.



Related Subjects:

Social Studies, Language Arts, Study Skills

Middletown Correlation:

Art: Skills 2, 4

Social Studies: Economics, Obj. 4; Intermediate 6

Study Skills: G-8, G-9

THE HOSPITAL TEAM

Have students make a large mural depicting a hospital with various people (careers) involved. Roles of employees should be depicted by both sexes. Included should be: candy strippers, security officers, receptionist, switchboard operator, nurses, lab technicians, doctors, dietitian, food service workers, administrators, clerical workers, etc. Select any two jobs and show the importance of each.



Related Subjects:

Social Studies, Health

Middletown Correlation:

Art: Skills 1, 2, 3, 4, 5, - academic/cognitive,
aesthetic, vocational, social

Social Studies: VII - Career Awareness

Health: 8th Grade, Disease and Public Health, III - A & E

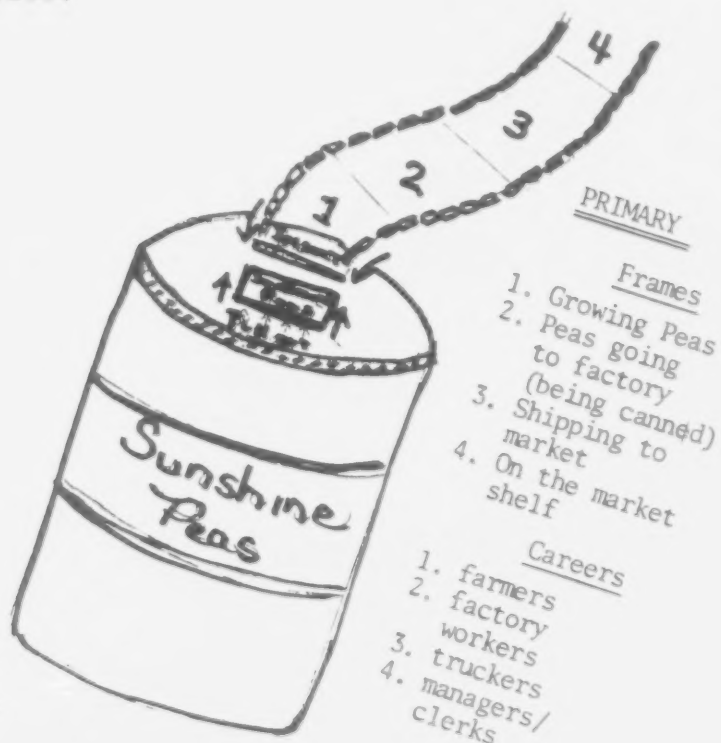
OBJECTIVE 4.4: PLANS AND COMPLETES TASKS
EFFICIENTLY AND THOROUGHLY.

K-3

PRODUCTION IN A CAN



Have students select a product. Using a coffee can, wrap name of product on outside. Make two slots in plastic lid. Draw a filmstrip on paper of various employees needed in production of article. Share filmstrip with class.



Related Subjects:
Social Studies

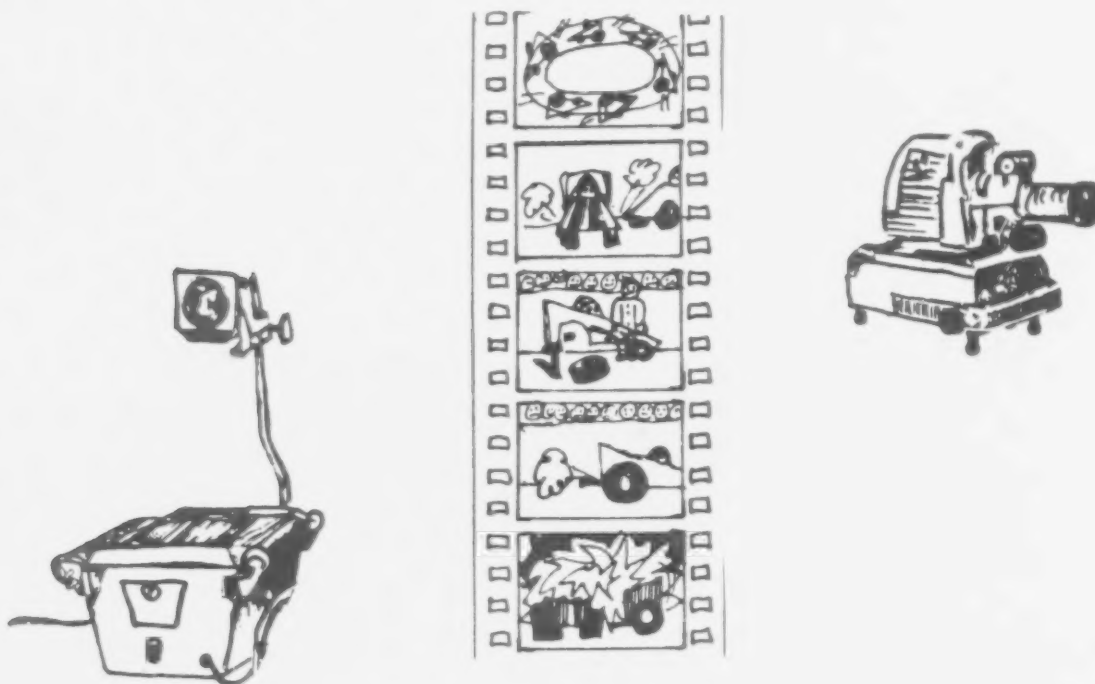
Middletown Correlation:

Art

Social Studies: Economics, Obj. 2, Primary C
Study Skills

LET'S COOK

Read one of the following books by Hannah Johnson:
Let's Bake Bread, Let's Make Jam, or Let's Make Soup.
 Use filmstrip layout paper to plan sequential steps
 in preparing one of the foods above. Transfer to
 blank or reprocessed filmstrip or use saran wrap with
 an overhead projector.



Related Subjects:

Social Studies, Language Arts

Middletown Correlation:

Art: Concepts 3 Proportion Skills 2 Creative,
 4 Manual Vocational C

Social Studies: Economics Obj. 2, Intermediate C

Ginn: Levels 12 and 13

THE BREAKER

Encourage students to make drawings of various types of fractures or splints. Upon completion of the drawings, students can use an ektagaphic visual maker and prepare a slide presentation for their First Aid Course.



Related Subjects:

Social Studies, Health

Middletown Correlation:

Art: Knowledge/ Content; Attitudes 1 and 2; Cognitive; Vocational; Shape; Pattern; Movement

Health: 7th Grade - Personal Health, II-Unit Objectives; III-Behavioral Objectives C and D

8th Grade - Safety, II-Unit Objectives; III-Behavioral Objectives A

OBJECTIVE 4.5: USES HEALTH AND
SAFETY HABITS.

K-3



SMILE

Invite the school nurse to present a program to the class on care of teeth. A visit from a dentist or dental technician can reinforce the nurse's message. Upon completion of the unit each student may receive a kit containing a toothbrush and toothpaste. Students may also draw their teeth while looking into a mirror.



Related Subjects:

Art, Study Skills, Social Studies

Middletown Correlation:

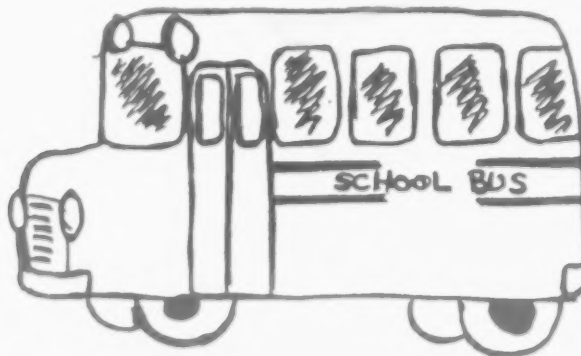
Health: I-Nutrition, C and F; V-The Body, C, D (a and d), E (d), G

Art: C. Skills, 2 Creative
Line grade 1

SAFETY ON THE GO!

Simulate the emergency bus drill by placing chairs in approximate positions. Select a group of 8-10 students to demonstrate the three ways of leaving a bus in an emergency. They in turn can demonstrate the practice with the entire student body. Also, show follow-up filmstrip on bus safety, Beltman, A TRAFFIC SAFETY EDUCATION PROGRAM by Film Loops, Inc., P. O. Box 2233 Princeton, New Jersey 08540. This filmstrip is available in every school. Speakers can also be called in from the New Jersey Safety Council.

After viewing the filmstrip, write safety slogans for bus travel, or make posters relating to bus safety.



Related Subjects:

Art, Language Arts,

Middletown Correlation:

Health: II-Safety, A, H, I

Art: Skills-Perceptual, Creative

ON-SITE INSPECTION!

Encourage students to write to District Safety Committee Director requesting Safety Check List for the school building.

Each group should select an area and make an on-site inspection to verify safety conditions. Groups may then report their findings to the class.



Related Subjects:

Language Arts

Middletown Correlation:

Health: Safety - Grade 7, II-Unit Objective; III-Behavioral Objectives A,B,C (substitute school for home in B and C)

Language Arts

OBJECTIVE 4.6: PRACTICES POSITIVE
WORK HABITS.



K-3

I CAN DO IT WELL

You and the students may jointly make a classroom helper chart. Assign volunteers to specific jobs. Emphasize the importance of punctuality and dependability.

Using self-evaluation stamps (happy face, needs work, etc.) at end of the assigned period, the student may rate him/herself on performance of the task. The self-evaluation is then discussed with the teacher.



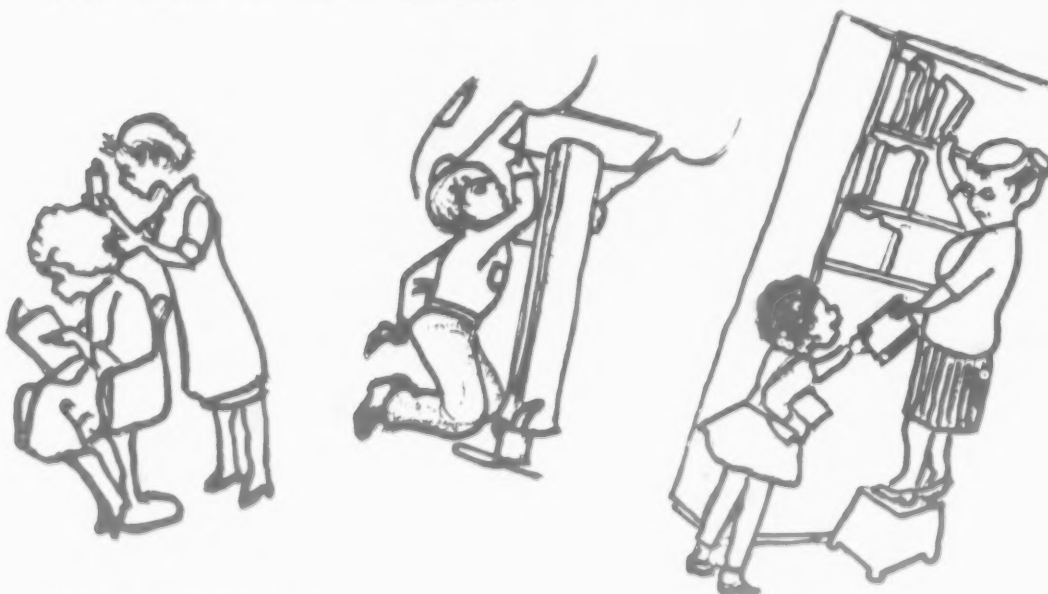
Related Subjects:
Language Arts

Middletown Correlation:

Social Studies: Psych./Phil. Obj. 5, Primary a
Political Science Obj. 1, Primary b

I WANT TO BE A SUCCESS

Lead class discussion on good work habits other than skills, such as honesty, dependability, punctuality, ability to get along with other people, etc. Use dictionary or thesaurus to obtain definitions of less familiar words like punctuality, etc. Suggest that some work habits apply to school. Have students relate examples of each quality discussed and then draw either a cartoon series or single sketch related to a good work habit of their choice.



Related Subjects:

Health, Art, Study Skills, Language Arts

Middletown Correlation:

Social Studies: Psy/Phil., Obj. 2, Pri. C, Int. A.

Health: III-Mental Health, C, F, G, H

Art: Line-p. 31; Form-p. 35; Space-p. 39; Texture-p. 43;
Shape-p. 47; Color-p. 51

Study Skills: Dictionary D-8

Language Arts: Literature - Benjamin Franklin, 4th Grade;
Carry On, Mr. Bowditch, 5th Grade;
The Door in the Wall, 6th Grade

THE UNWRITTEN LAWS

Invite a lawyer to visit the classroom and discuss ethical practices related to different careers. Students then interview persons in the careers of their choice, extracting information on ethical standards in their jobs.

After sharing information, students should then find ethical behavior common to several or all professions or jobs.



Related Subjects:

Health, Language Arts, Study Skills

Middletown Correlation:

Social Studies: Middletown Twp. Course of Study, Obj. 2

Health: 8th Grade - Disease and Public Health, II-Behavioral Objective B (p. 15); III-Behavioral Objective A & E (p. 16)

Language Arts: Weehawken; Warriner's, Third Course



OBJECTIVE 4.7: UNDERSTANDS AND RESPECTS WORKER
ROLES, INCLUDING THE ROLE OF SUPERVISORS.

K-3

BE A GOOD LISTENER!

Instruct half of your students to collectively write or relate directions for making a puzzle or anything of your choice. Record the agreed upon procedure on tape. Then other students listen to the tape and follow directions. Upon completion of project, students can discuss difficulty of task, clarity of directions, etc.



Related Subjects:

Listening Skills, Social Studies

Middletown Correlation:

Language Arts: Wisconsin Comprehension, Level B - 1,2;
Level C - 1,2; Level D - 1,2

Listening Skills

HELP KEEP IT SAFE

Use a Safety Patrol meeting to elect officers and determine duties and responsibilities of each member. Discuss the necessity of cooperation within the patrol. Encourage students to give specific situations (member absence, guests, etc.) where cooperation would be needed.

Have the patrol plan a meeting to inform the student body of their plans and the full cooperation needed from everyone to keep the school safe and free from accidents.

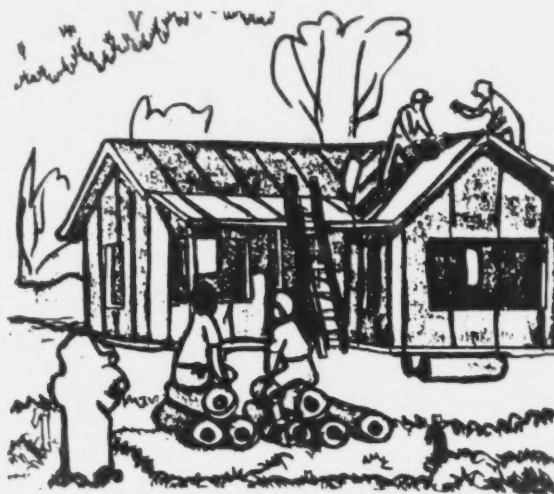


Related Subjects:
Health and Safety

Middletown Correlation:
Health and Safety

WE CAN BUILD IT

Students are set up in groups to discuss plans for building a model house (doll house). Each group in class is assigned a specific phase in the construction. Example: architectural plans, framework, siding and roofing, decoration of interior, landscaping, etc. Upon completion they discuss the procedure and actually construct a doll house with one person selected as general contractor to supervise. After the doll house is completed, students may donate it to a local hospital or an elementary school.



Related Subjects:

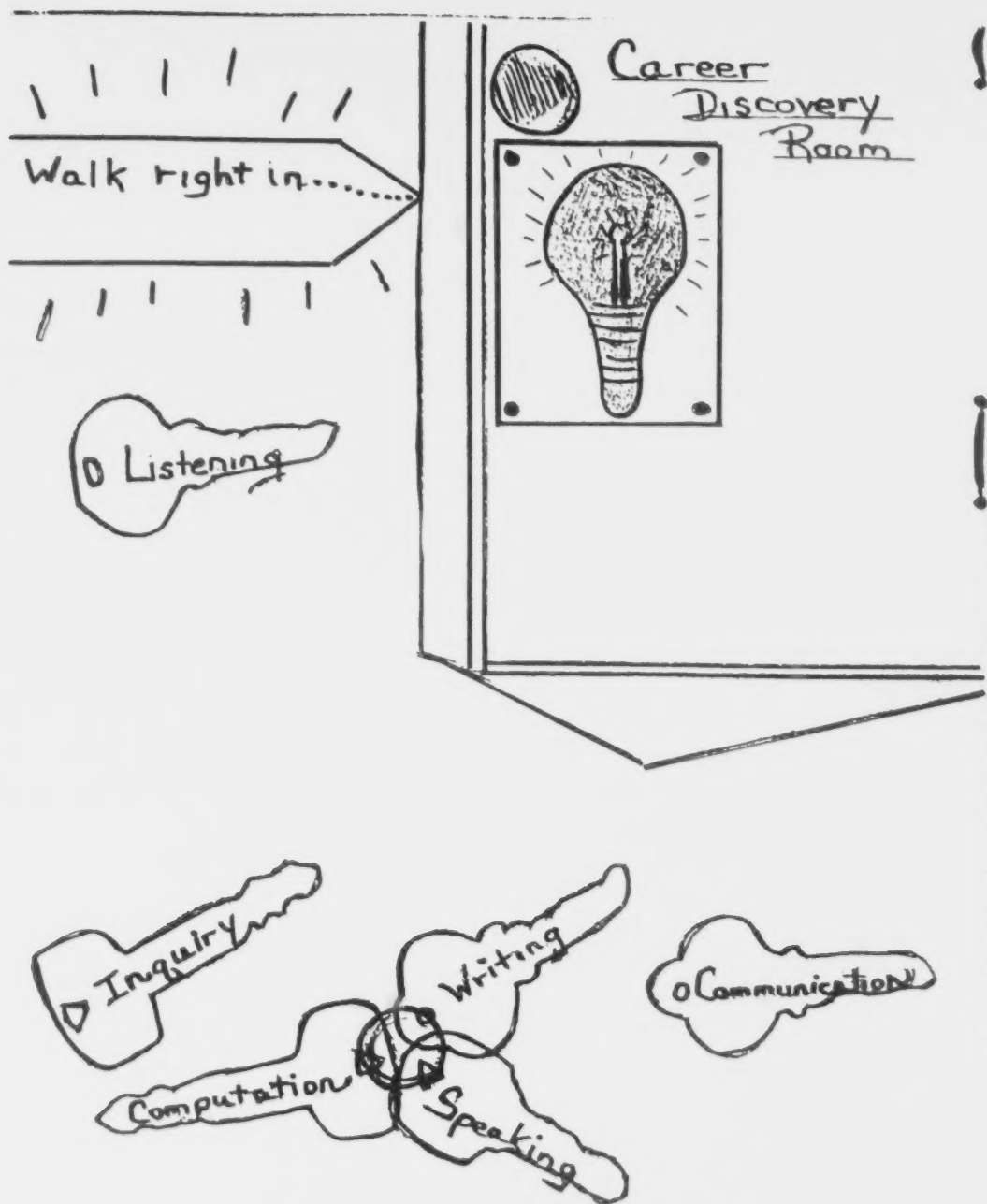
Art, Math, Health

Middletown Correlation:

Art: Academic/Cognitive, Obj. C; Vocational Obj. A & C

Math: Base Line Data Objectives - Grade 7 - A, D, H, I, J;
Grade 8 - A, F; Grade 9 - A, b

Health: Grade 8 - II-Unit Objective; III-Behavioral
Objectives A, B, C, D, F; Grade 9 - I-Pretest
A, B, D; II-Unit Objective; III-B, C, F



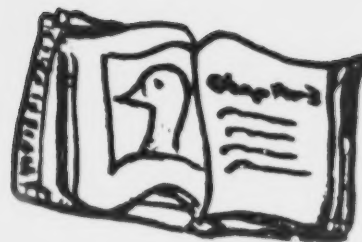
GOAL #5:

IMPROVE PROFICIENCY OF
COMMUNICATION AND COMPUTATION
SKILLS

OBJECTIVE 5.1: DEVELOPS LISTENING SKILLS.

K-3

OVER AND UNDER



Activity: Review and demonstrate the following basic vocabulary:

- | | |
|----------|------------|
| a) above | d) left |
| b) below | e) right |
| c) on | f) between |

Distribute large drawing paper and instruct students orally to do the following:

- draw a house in the middle of the paper
- draw a sun above the house
- draw grass below the picture of the house
- draw a car to the right of the house
- draw flowers to the left of the house
- draw two trees so that the house is between them
- draw a bird sitting on a branch of the tree



Related Subjects:

Language Arts, Math, Art, Study Skills

Middletown Correlation:

Math: Early Strategies - Level IV, Auditory Motor #2

Language Arts: Listening Comprehension - Level A-Skill 1;
Level B-Skill 1

Art: Elements, Gr. 1-3, pg. 30; Form, Gr. 1-3, pg. 34;
Space, Gr. 1-3, pg. 38

Study Skills: A-2

DID YOU HEAR THAT?

Activity: Ask students to listen to Newbery Award Winner record or cassette entitled Wrinkle In Time. Ask them to describe the images they have of the characters, setting, and mood.

Discuss with students what sound effects are, and ask them to recall what effects were used in the story as well as the scenes with which they were used. Replay the tape in areas mentioned by the students.



Related Subjects:
Language Arts

Middletown Correlation:

Language Arts: Literature - Wrinkle In Time

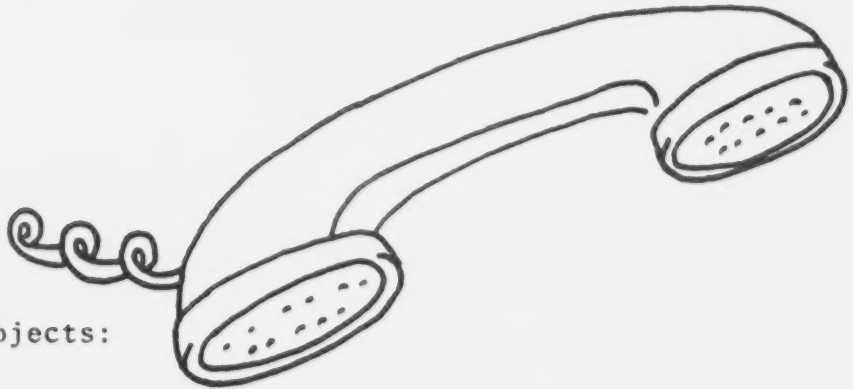
THE DISPATCHER

Activity: Begin a class discussion on the duties of an emergency dispatcher. Students then listen to teacher-made cassette with pre-recorded emergency calls.

Students write pertinent information given:

- 1) name
- 2) address
- 3) type of emergency

Students discuss whom they would contact in response to given situations.. Students are asked to write original situations forming a group of callers and dispatchers, and dramatizing them. They take turns performing for class. Have an emergency dispatcher from a local service speak concerning the need for good listening habits. Also, there can be presentations by police, first aid, telephone operators, etc.



Related Subjects:

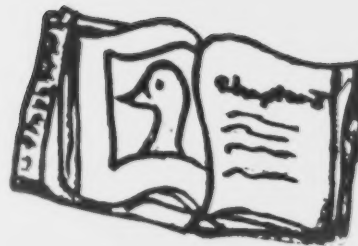
Health

Middletown Correlation:

Language Arts: Warriner's; Weehawken - Oral Reading of Composition, pg. 15-19

Health: 7th Grade - Use and Mis-Use of Substance - III, A-D; Safety, III, A-D; Pollution and Health, III, C-G
8th Grade - Mental Health, III, A-D; Safety, III, A-C
9th Grade: Mental Health, III, A-G; Personal Health, III, A-E; Use and Mis-Use of Substance, III, A-G; Safety, III, A-E

OBJECTIVE 5.2: USES WRITING AND SPEAKING
SKILLS EFFECTIVELY.



K-3

HOW DO YOU FEEL TODAY?

Set up a bulletin board with the title: "How Do You Feel Today?" Students discuss their feelings. List words on blackboard. Have older children collectively write a Cinquain poem about the feeling word they choose.

Cinquain Poem Rules

1st line - one word - feeling word

2nd line - two words - colors for that word

3rd line - three words - action when feeling is happening

4th line - how that word makes you feel

5th line - one word - the feeling word repeated

Distribute popsicle sticks, materials and oaktag to make a stick puppet illustrating chosen feelings - attach to poem and read poems aloud.

Cinquain Example:

Sad
Blue, Black
Someone is Sick
I Feel Like Crying
Sad

Related Subjects:

Art, Health

Middletown Correlation:

Language Arts: Ginn Series - Levels 3 and 4, Comprehension B;
Alexander and the Terrible, Horrible, No
Good Very Bad Dragon - Grade 1

Art Skills: Creative Manual - Cognitive, Aesthetic

Health: III-Mental Health

GOING PLACES

Divide class into small groups with each group choosing a different mode of transportation (i.e., airplane, ship, bus, etc.). Find addresses of companies dealing with transportation and allow students to select one for correspondence.

Provide guidelines for letter-writing: 1st paragraph - identification of self, grade, school, and topic of interest to the student; 2nd paragraph - request posters, brochures, etc.



Related Subjects:
Social Studies

Middletown Correlation:
Language Arts: Weehawken, pg. 217

FIVE W's

Skim a selection of the history book to find information about a specific event. Find out who? what? where? when? why? Have students role play radio announcers and report the news on the event they have researched. Write reports in complete sentences using correct punctuation and grammar. Present newscasts using effective speech techniques.



Related Subjects:

Social Studies, Study Skills

Middletown Correlation:

Social Studies: History - Obj. 1; Soc./Anth. - Obj. 2

Study Skills: E-3

OBJECTIVE 5.3: RELATES COMMUNICATION SKILLS
TO CAREERS.

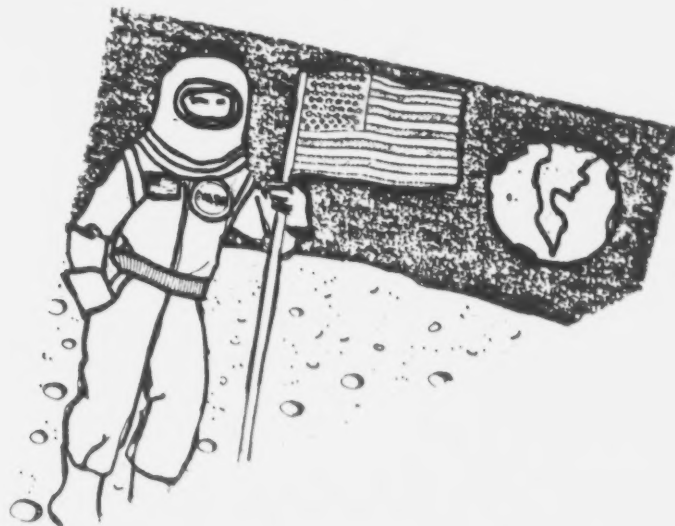


K-3

IN ORBIT

Display posters of astronauts and space shots discussing with students the events related to space travel they've seen on T.V. or heard discussed. Have students describe the many tasks astronauts have to accomplish between take-off and landing. Encourage students to focus discussion on tasks such as communications between pilot and ground crew, recording data, photography, following directions, etc.

Using large cardboard boxes and student-constructed space helmets, students can then role play space flight simulations following oral directions.



Related Subjects:
Social Studies, Art

Middletown Correlation:

Language Arts: Ginn - Level 2, 3 (Unit 2), 4 (Units 1 and 3)
5 (Unit 1 and 2), 6, 7 (Unit 1)

Social Studies: Current events

MORE IS BETTER

Display a variety of newspaper clippings such as headlines, photos, non-verbal cartoons, and commercial ads. Have students select several clippings from each category and enhance the message each item conveys.

Example: captions for photos, dialogue for cartoons, stories for headlines. Tape commercials for ads.

Display finished work on bulletin board titled "Communications".

Related Subjects:

Social Studies , Language Arts

Middletown Correlation:

Social Studies: Inquiry Skills

COMMUNICATING ON THE JOB

List the 15 Career Clusters on the board. Have students identify at least five occupations in each. Try and build career ladders for as many occupations as possible, i.e. Health Cluster - nurses aide, L.P.N., R.N., Nurse, Practioner. Next select a task for each step of a career ladder which would require a specific communication skill (i.e., listening, interpreting information, etc.).

In groups, have students select one career ladder and dramatize scenes related to communications.

HEALTH OCCUPATIONS	YEARS OF EDUCATION/TRAINING								
	1	2	3	4	5	6	7	8	→
Ophthalmologist									
Optical Technician									
Optician									
Optometric Assistant *									
Optometric Technician									
Optometrist									
Orthoptist									

Related Subjects:

Social Studies

Middletown Correlation:

Language Arts: English Courses of Study, Gr. 7, 8, 9;
Speech and Listening Skills; Warriner,
Third Course Chapter 20, 21

Social Studies: Career Awareness

OBJECTIVE 5.4: USES OBJECTIVE AND
CRITICAL THINKING.

K-3

IT'S IN THE BAG

Place a household object in a paper bag. Let one student see the object in the bag. Tell other students to question the student who has seen the object. Questions from students should be stated so that they can be answered in full sentences. Questions should include color, size, texture, etc.



Related Subjects:
Language Arts

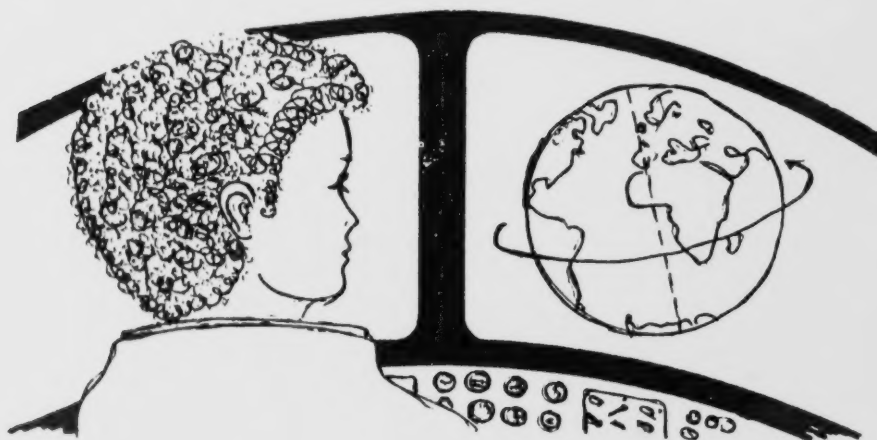
Middletown Correlation:

Language Arts: Comprehension - Level A-1
Ginn - Level 5

Social Studies: Inquiry - Obj. 1 Primary

WHERE IN THE WORLD?

Ask students to choose any place in the world they would like to visit. List responses on the board. Form groups and tell students to research the following: travel costs, time needed to visit, excursions to neighboring areas, wardrobe required, foods they would expect to eat, etc. Closing statements should be included stating why they chose this trip.



Related Subjects:

Math, Study Skills

Middletown Correlation:

Social Studies: Geography - Obj. #2.

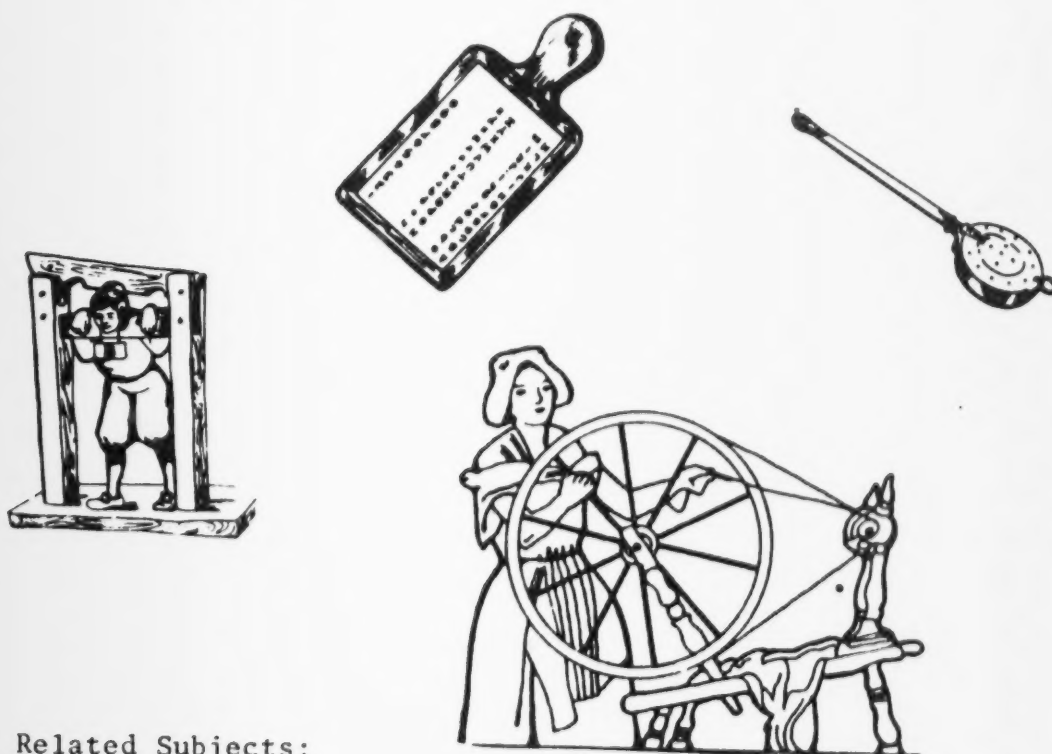
Mathematics: Middletown Objectives C-5; T-6; F-5; T-11;
E-1; T-8; E-4; T-9; E-6; Mny-8; Mny-9

Study Skills: G-9

COMPARISON OF TIME

Have students watch a T.V. show, movie, or play that is set in the past. Encourage students to discuss elements of dress, setting, housing, speech, and/or events.

Research another period of time using the same elements. Compare and contrast the two eras.



Related Subjects:
Study Skills

Middletown Correlation:

Social Studies: History - Capsule History and World Cultures

Study Skills: G-9

OBJECTIVE 5.5: USES COMPUTATIONAL SKILLS
EFFECTIVELY.

K-3

OUR MONEY

Using real coins, allow students time to become familiar with a penny, nickel, dime, quarter, and half-dollar. Following familiarization, students should identify each coin by name and value.

If sufficiently prepared, have students tell the value of a given set of coins. All students should be working with identical sets of coins.

Prepare a ditto with sets of coins (value less than one dollar) using DLM Coin Stamps (heads and tails). Have students identify the value of the set of coins and write their responses on the ditto using cent notation.

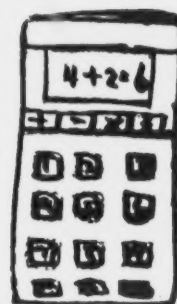
Related Subjects:

Social Studies

Middletown Correlation:

Mathematics: A-4/Mny-1; B-6/Mny-2

Social Studies: Economics 2, Primary C



EXOTIC FOODS

Obtain sufficient copies of menus or zerox sufficient quantity so each student has a copy of a foreign food menu. Using menus, discuss various categories including appetizers, soups, entrees, and desserts.

Following a discussion of foods and cost, allow students to select what he/she would like to eat, listing specific food and specific cost. Ask students to tally the cost of their respective meal (older students should include 5% tax and a 15% tip). After arriving at a total cost of their meal, students should calculate how much change they would receive from a \$20.00 bill.

<u>WOKS D'ORIENTE</u>	
KUCHI YAKI	2.75
KUSHI KATOU	2.75
YAKI TORI	2.50
TERIYAKI	2.75
WATSU YAKI	2.25
TERA KAHALCE	2.25
KABACHI LONSTER	4.50
<u>COMPLETE DISHES</u>	
SAPURAT	13.50
SHIRI SPECIAL	21.00
THE LBI	13.00
KIBACHI CHICKEN	8.50
KIBACHI POKE	8.50
KABACHI SHRIMP	
KABACHI STEAK	
KABACHI SCALLOPS	
TEMPURA DINWY	



Related Subjects:
Study Skills

Middletown Correlation:

Math: D-2/Mny-6; E-6/Mny-8; G-5/Mny9

Study Skills: E-9

CHECKS AND BALANCES

Provide each student with a copy of the worksheet and a regular 1-6 die and a marker. Beginning on "Start" have each student roll the die and move his/her marker around the board accordingly. As the marker lands on the game board space, the amount of that transaction should be withdrawn or deposited on the appropriate account. Costs of all purchases should be taken from the checking account. Make sure students keep an accurate record of all dealings. A student may withdraw from savings only after balancing. To limit students' travel around the board to one trip, they should report their savings and checking balances when they land on or pass "stop." An alternative may be to have students move around the board as much as possible in a 20-25 minute period. Consider allowing students to use a calculator to check their accounting. The initial savings and checking account balance may be changed to \$200. or \$300. to keep the game going.

Invite bank personnel for a discussion on careers.

(See sample of worksheet on next page)

Related Subjects:

Health, Careers General

Middletown Correlation:

Math: Math Base Line Date Obj. Gr. 7 - E; Gr. 8 - F;
Gr. 9 - A,C,E

Health: Gr. 8 - Consumer Guides - III-A
Gr. 9 - Health Consumer - III-A,B

OBJECTIVE 5.6: RELATES COMPUTATIONAL SKILLS
TO CAREERS.

K-3

SUPERMARKET SPREE

Take class on a trip (imaginary or real) to a local supermarket. Point out the computational skills needed in each department by different workers emphasizing keeping accurate counts, weights and measurements, making change, etc. Following the trip, write an experience chart with the students and ask them to draw illustrations showing the different workers using mathematical skills at their jobs.



Related Subjects:
Social Studies

Middletown Correlation:

Mathematics: Midd. Obj. - B-5:N/PV-7; B-7:N/PV-9;
C-2:A/S-9; C-2A/S10; C-3:A/S-11; C-3:A/S-12;
C-6:M-10; C-5:M-7; C-5:M-8; D-1:N-12;
D-1:M-14; A-4:Mny-1; B-6:Mny-2; C-4:Mny-3;
C-4:Mny-4; D-2:Mny-5; D-2:Mny-6; D-2:Mny-7

PAYING THE BILLS

Bring in samples of utility bills and familiarize students with terms used, i.e. water meter readings, cubic feet, gas readings, phone tax, toll calls, etc. Compute mock bills with students. Stress the need for an accurate record of all paid bills. Have students compute approximate total monthly and yearly costs.

NEW JERSEY NATURAL GAS COMPANY

PG&A \$ 0.0500 PER THERM

142472332 028 01-03 344028

DATE 04/23/82 PREVIOUS BALANCE 6900 AMOUNT PAID 6900

TO PAYEE: CREDIT THE ENCLOSED PAYMENT CARD MUST BE RETURNED WITHIN 10 DAYS OF YOUR PAYMENT. THIS BILL IS DUE WHEN RECEIVED AND DUE TO DATE.

THANK YOU

APR 16, 1982

DETAIL OF IDENTIFIED CALLS

NO.	DATE	TIME	TO	FROM	AREA	NOTES
1	4/15/82	7:45 PM	TO	FROM	AREA	NOTES
2	4/15/82	8:15 PM	TO	FROM	AREA	NOTES
3	4/15/82	8:45 PM	TO	FROM	AREA	NOTES
4	4/15/82	9:15 PM	TO	FROM	AREA	NOTES
5	4/15/82	9:45 PM	TO	FROM	AREA	NOTES
6	4/15/82	10:15 PM	TO	FROM	AREA	NOTES
7	4/15/82	10:45 PM	TO	FROM	AREA	NOTES
8	4/15/82	11:15 PM	TO	FROM	AREA	NOTES
9	4/15/82	11:45 PM	TO	FROM	AREA	NOTES
10	4/15/82	12:15 AM	TO	FROM	AREA	NOTES
11	4/15/82	12:45 AM	TO	FROM	AREA	NOTES
12	4/15/82	1:15 AM	TO	FROM	AREA	NOTES
13	4/15/82	1:45 AM	TO	FROM	AREA	NOTES
14	4/15/82	2:15 AM	TO	FROM	AREA	NOTES
15	4/15/82	2:45 AM	TO	FROM	AREA	NOTES
16	4/15/82	3:15 AM	TO	FROM	AREA	NOTES
17	4/15/82	3:45 AM	TO	FROM	AREA	NOTES
18	4/15/82	4:15 AM	TO	FROM	AREA	NOTES
19	4/15/82	4:45 AM	TO	FROM	AREA	NOTES
20	4/15/82	5:15 AM	TO	FROM	AREA	NOTES
21	4/15/82	5:45 AM	TO	FROM	AREA	NOTES
22	4/15/82	6:15 AM	TO	FROM	AREA	NOTES
23	4/15/82	6:45 AM	TO	FROM	AREA	NOTES
24	4/15/82	7:15 AM	TO	FROM	AREA	NOTES
25	4/15/82	7:45 AM	TO	FROM	AREA	NOTES
26	4/15/82	8:15 AM	TO	FROM	AREA	NOTES
27	4/15/82	8:45 AM	TO	FROM	AREA	NOTES
28	4/15/82	9:15 AM	TO	FROM	AREA	NOTES
29	4/15/82	9:45 AM	TO	FROM	AREA	NOTES
30	4/15/82	10:15 AM	TO	FROM	AREA	NOTES
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36	4/15/82	1:15 PM	TO	FROM	AREA	NOTES
37	4/15/82	1:45 PM	TO	FROM	AREA	NOTES
38	4/15/82	2:15 PM	TO	FROM	AREA	NOTES
39	4/15/82	2:45 PM	TO	FROM	AREA	NOTES
40	4/15/82	3:15 PM	TO	FROM	AREA	NOTES
41	4/15/82	3:45 PM	TO	FROM	AREA	NOTES
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46	4/15/82	6:15 PM	TO	FROM	AREA	NOTES
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67	4/15/82	4:45 AM	TO	FROM	AREA	NOTES
68	4/15/82	5:15 AM	TO	FROM	AREA	NOTES
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71	4/15/82	6:45 AM	TO	FROM	AREA	NOTES
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73	4/15/82	7:45 AM	TO	FROM	AREA	NOTES
74	4/15/82	8:15 AM	TO	FROM	AREA	NOTES
75	4/15/82	8:45 AM	TO	FROM	AREA	NOTES
76	4/15/82	9:15 AM	TO	FROM	AREA	NOTES
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78	4/15/82	10:15 AM	TO	FROM	AREA	NOTES
79	4/15/82	10:45 AM	TO	FROM	AREA	NOTES
80	4/15/82	11:15 AM	TO	FROM	AREA	NOTES
81	4/15/82	11:45 AM	TO	FROM	AREA	NOTES
82	4/15/82	12:15 PM	TO	FROM	AREA	NOTES
83	4/15/82	12:45 PM	TO	FROM	AREA	NOTES
84	4/15/82	1:15 PM	TO	FROM	AREA	NOTES
85	4/15/82	1:45 PM	TO	FROM	AREA	NOTES
86	4/15/82	2:15 PM	TO	FROM	AREA	NOTES
87	4/15/82	2:45 PM	TO	FROM	AREA	NOTES
88	4/15/82	3:15 PM	TO	FROM	AREA	NOTES
89	4/15/82	3:45 PM	TO	FROM	AREA	NOTES
90	4/15/82	4:15 PM	TO	FROM	AREA	NOTES
91	4/15/82	4:45 PM	TO	FROM	AREA	NOTES
92	4/15/82	5:15 PM	TO	FROM	AREA	NOTES
93	4/15/82	5:45 PM	TO	FROM	AREA	NOTES
94	4/15/82	6:15 PM	TO	FROM	AREA	NOTES
95	4/15/82	6:45 PM	TO	FROM	AREA	NOTES
96	4/15/82	7:15 PM	TO	FROM	AREA	NOTES
97	4/15/82	7:45 PM	TO	FROM	AREA	NOTES
98	4/15/82	8:15 PM	TO	FROM	AREA	NOTES
99	4/15/82	8:45 PM	TO	FROM	AREA	NOTES
100	4/15/82	9:15 PM	TO	FROM	AREA	NOTES

6 CALLS TO 411

TOTAL CHARGE FOR IDENTIFIED CALLS 64.40

THANK YOU FOR YOUR PAYMENT

PERIOD 10/23/81 TO 11/20/81 FOR 26 DAYS

RES	6252	5679	613	53	41	ESTIMATED
	8.006334	PER KWH ENERGY COST	ADJUSTMENT	3	23	57.25
		CURRENT PERIOD CHARGES				

Related Subjects:

Middletown Correlation:

Mathematics: Middletown Obj. - F-5:Pr 5-8; E-6:Mny-8;
G-5:Mny-9

CAREER MATH

In a brainstorming session, discuss various careers involving math. From the careers discussed, select at least six and investigate the kind of math used in each occupations. Some suggestions are forester - estimating number of trees; dietitian - counting calories, etc. Stress the fact that almost any occupation uses some kind of math.



Related Subjects:

Middletown Correlation:

Mathematics: Base Line Date Objectives - Grade 7-A,E,F,G;
Grade 8-A,F; Grade 9-A,B,C,D,E



Sports Commentator, Radio, Television, Speech Therapist



Science,
Biology,
Chemistry,
Marine
Science

Marine Biologist, Chemist, Technician, Doctor, Nurse

GOAL #6:

CAREER IMPLICATIONS OF SUBJECT
MATTER: IMPROVE UNDERSTANDING OF
 THE RELATIONSHIP BETWEEN
 SCHOOLING AND WORK

OBJECTIVE 6.1: IDENTIFIES CAREER IMPLICATIONS
OF SCHOOL EXPERIENCES.



K-3

TOOLS OF THE TRADE

Have students complete the following form either by writing in jobs, drawing illustrations of them, or using magazine cut outs. When completed, students should draw lines connecting similar jobs at home and school. Class should bring in some item related to a particular job of theirs, i.e., tools, utensils, etc., for a display.

Home	<u>My JOBS</u>	School

Related Subjects:

Social Studies, Art

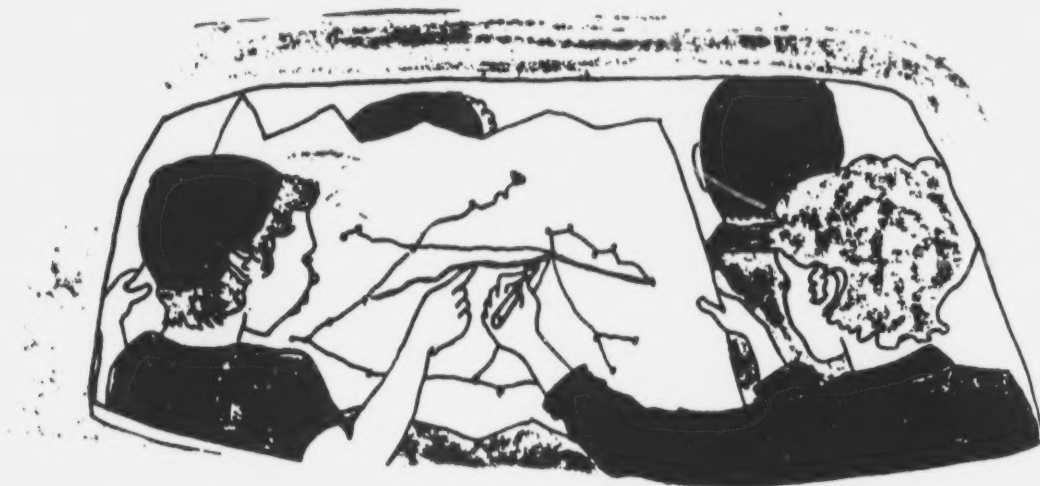
Middletown Correlation:

Social Studies: Economics - Obj. 4, Primary

Art: Concepts, Line, Form.

MAPPING MADNESS

Display many different maps (aerial, topographic, street, state, national, navigational, weather, etc.). Make a list of people who would use each type of map in their work.



Related Subjects:

Study Skills, Mathematics, Art

Middletown Correlation:

Social Studies: Geography, Obj. 1

Study Skills: F-1, F-2, F-3, G-1

Mathematics: G-3:Gr-13; G-6:Pr/s-14; G-6;T-12

Art: Concepts - Perspective, Proportion, Line, Form, Space and Shape

KNOW YOUR STATE

Obtain maps of New Jersey for each student. Have a class discussion on what information can be obtained from a map (i.e., direction, distance, elevation, historical sites, state parks, airports, etc.) Write on cards the names of various locations throughout the state and place them in a box. Each student should then pick a card and write exactly how to reach destination including distance, routes taken and points of interest along the way. You can also compute the cost of the trip.



Related Subjects:

Math, Art, Science, Study Skills

Middletown Correlation:

Social Studies: Map Skills, 7th grade Social Studies Guide, 1974

Math: K-6: G-6:PrS-14

Art: Form (relief), Shape

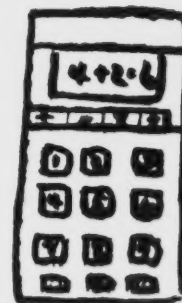
Science: Earth Science Objectives II, F - Mapping

Study Skills: G-1, G-2, G-3

OBJECTIVE 6.2: RELATES SPECIFIC SCHOOL
EXPERIENCES TO JOB REQUIREMENTS.

K-3

JOBS AT HOME AND SCHOOL



Have students make two lists of jobs they do. In one column they should list the jobs they do at home, and in the other, the jobs they do in school. Direct them to draw a smiling face on the jobs they like the best and to put a star by the jobs they do the best. They should then draw a line to connect each job they do both at home and in school. Ask what skills they need to perform each job well.

A cartoon illustration of a young girl with curly hair, wearing a party hat and a dress, peeking over the top left corner of a worksheet. The worksheet is divided into two columns. The left column is titled 'Jobs at home:' and the right column is titled 'Jobs at school:'. Both columns have several horizontal lines for writing.

Jobs at home:	Jobs at school:

Related Subjects:

Art, Social Studies

Middletown Correlation:

Math: K-6 - B-2:Gr-1

Art: Concepts - 1-Line, Skills 1a, Form

Social Studies: Economics, Obj. #4, Primary a

FIRST THINGS FIRST

Arrange the class into small groups. Give each group a complete spinner game (First Things First). Talk about how we should put "First Things First". For example, the first step in getting dressed in the morning might be taking off pajamas. Secondly, we put on our clothes, etc. We need to do the steps in order. Each should then take turns at the spinner game. He or she may spin and read task aloud proceeding to say one step at a time in the order of completing that task. Start a discussion about and arrange a possible visit from some workers involved with necessary correct sequence such as bakers, dressmakers, builders, printers, etc., who could demonstrate importance of doing things in order.



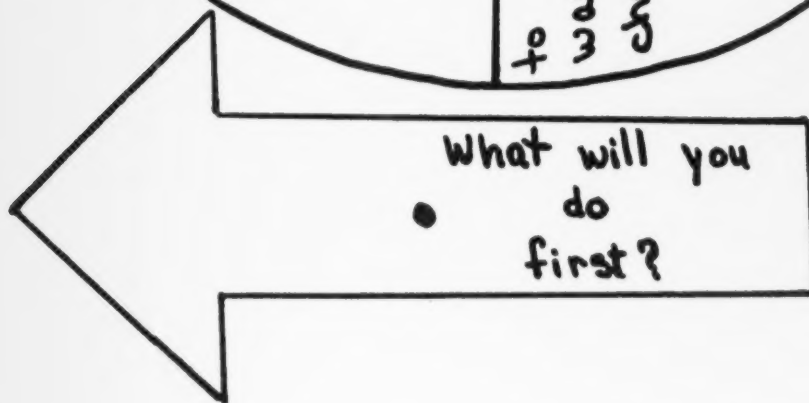
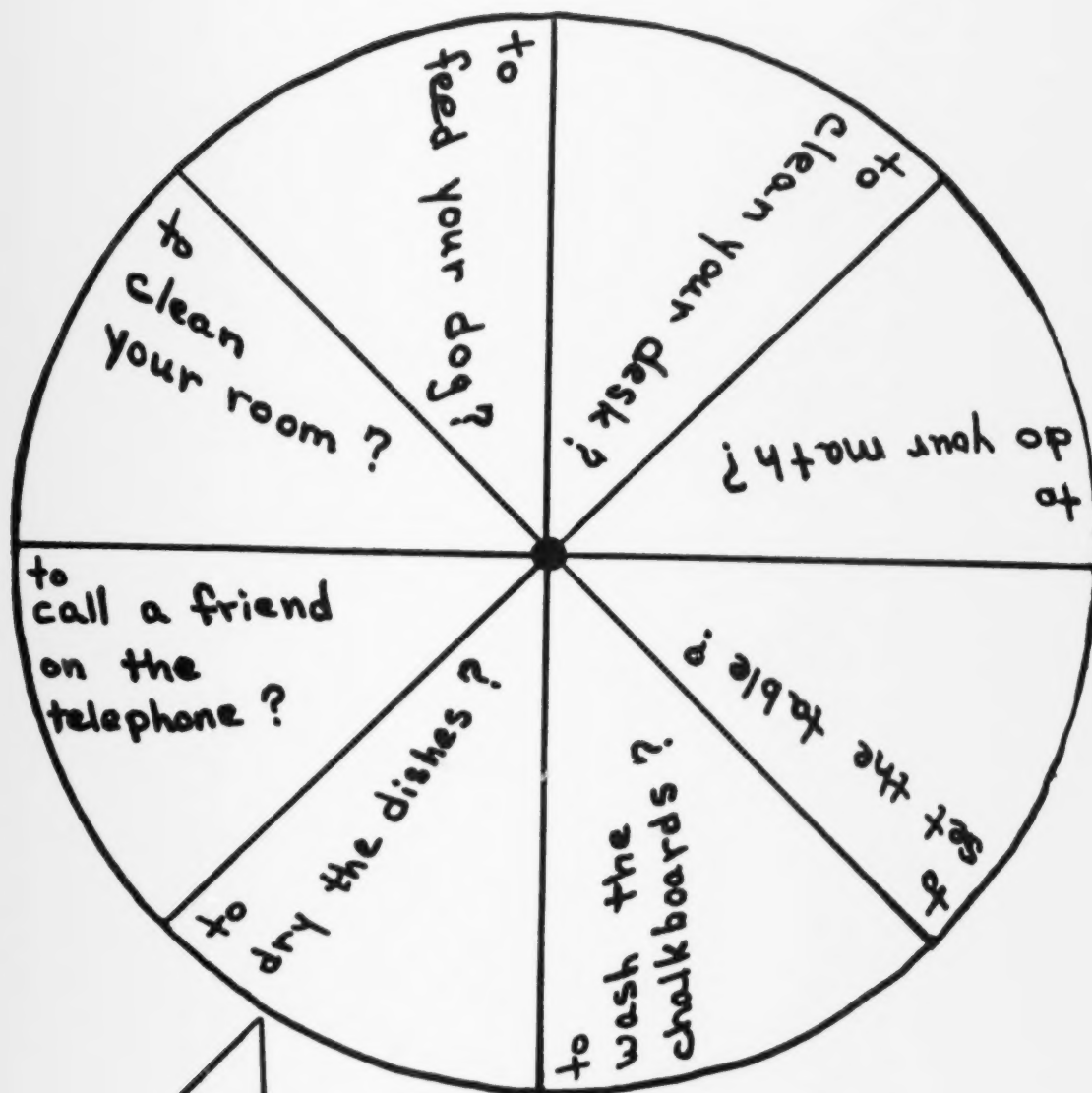
Related Subjects:

Reading

Middletown Correlation:

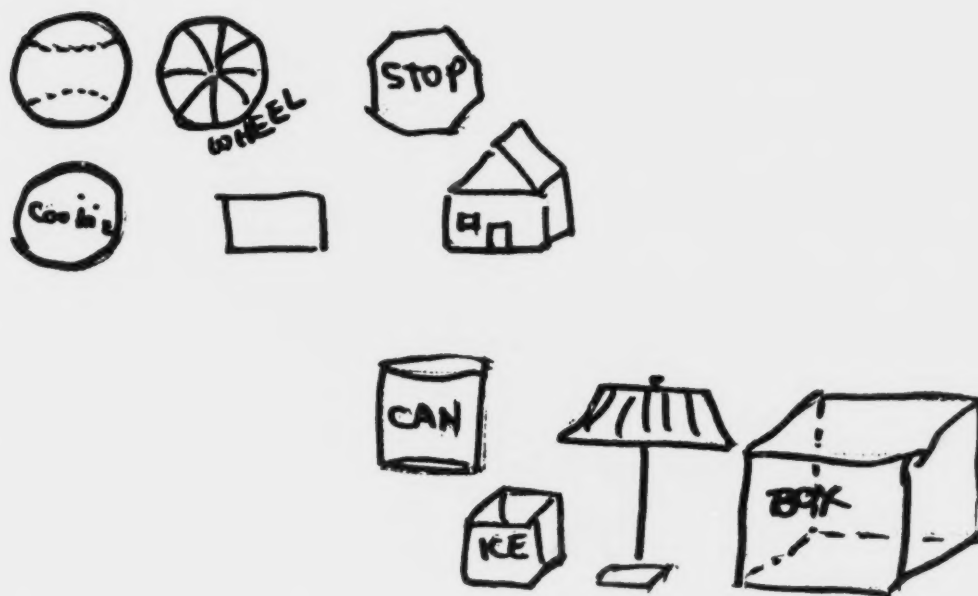
Language: Comprehension - Level D-4; Level F-4; Level G-4

Math: Middletown Objectives - B-5:N/PV-8



GEOMETRY ALL AROUND US

Have students look around the classroom and list and illustrate all of the geometric shapes they can find. Do the same with geometric shapes found at home and outside. List careers where one would need geometry and note specific instances of its use.



Related Subjects:

Art

Middletown Correlation:

Mathematics: Middletown Objectives - F-1:G-18

Art: Academic/Cognitive D, Shape

OBJECTIVE 6.3: DEVELOPES AN EDUCATIONAL PLAN
TO ADDRESS CAREER CHOICE.

K-3

SHOPPING FUN

Ask youngsters to bring in pictures of various food items from newspapers, magazines, etc. Price all items appropriate to grade level. Once priced, place the pictures in a shopping bag. Have each youngster pick 3 or 4 items and arrive at a total price. Display the shopping selections with the total price noted.



Related Subjects:
Economics

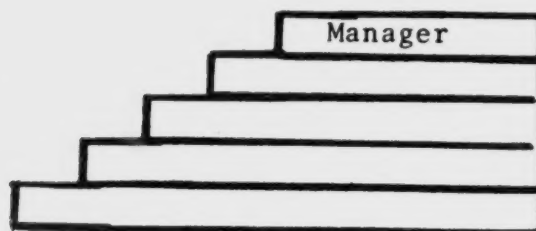
Middletown Correlation:

Math: Middletown Objectives - A-4:Mny-1; B-6:Mny-2;
C-4:Mny-3; C-4:Mny-4; D-2:Mny-5; D-2:Mny-6

STEP RIGHT UP

Tell your students the following story :

"Suzy wants to manage a grocery store. She knows that she will have to learn about many jobs in the store. Can you help Suzy reach her goal? Starting at the bottom step, show the jobs that Suzy will have to know how to do before she can be a successful manager."



Then have students think of what job each would like to do in the future. Start on the bottom line and list the jobs or skills each will need to reach the goal.

Related Subjects:

Social Studies

Middletown Correlation:

Social Studies: Economics - 4, Intermediate C

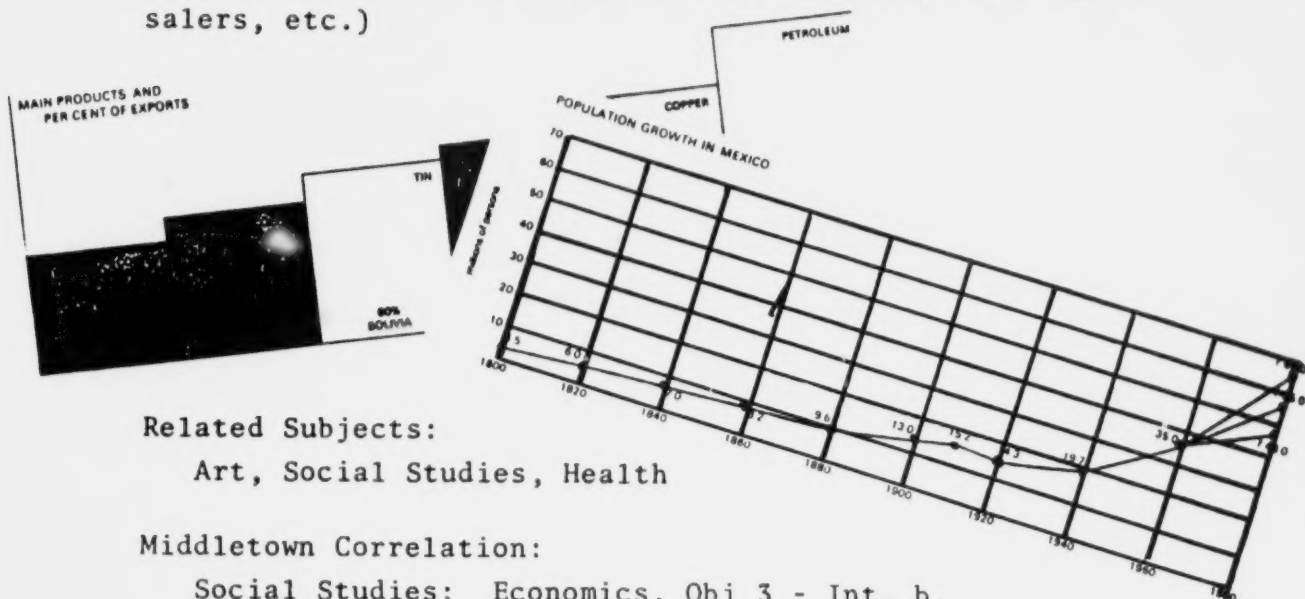
Math: Middletown Objectives - B-6:Mny-2; C-4:Mny-3; C-4:Mny-4;
D-2:Mny-5; D-2:Mny-6; D-2:Mny-7; E-6:Mny-8; G-5:Mny-9
F-5:PrS-7; G-4:PrS-9; G-5:PrS-10; G-5:PrS-11

"STATISTICS"

Mount graphs cut from newspapers and magazines on the bulletin board. Try to find a variety of graphs such as bar, line and circle.

Have students select a topic on which they will keep individual records, such as: high temperature each day, number of lunches purchased, attendance, how allowance is spent, etc. Have the records kept for a period of at least two weeks. Have students graph their statistics using the most easily readable form. Add students' graphs to the bulletin board.

Through discussion, arrive at a consensus as to which occupational group each graph would be most useful and so label graphs on the bulletin board (i.e., temperature - fuel supplier, lunches - catering service workers, food wholesalers, etc.)

**Related Subjects:**

Art, Social Studies, Health

Middletown Correlation:

Social Studies: Economics, Obj 3 - Int. b.

Math: Grade 3 Base Line Data Objectives; Grade 7 - K;
Grade 9 - F

Study Skills: F-5; G-5; G-6

Health: 7th Grade Consumer Skills 111-A and G;
8th Grade Consumer Guide 11 - Limit Objective IV
Behavior Objective - A

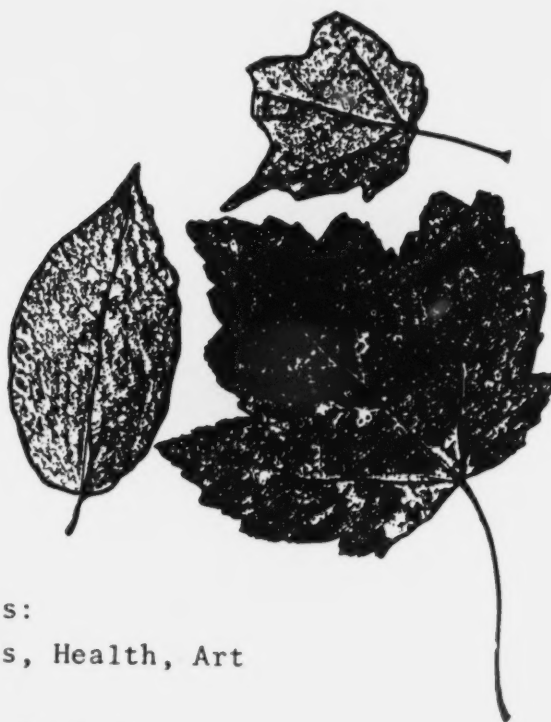
OBJECTIVE 6.4: RELATES PERSONAL SKILLS TO
SUBJECTS LEARNED IN SCHOOL.

K-3

KRAZEE KOLLECTIONS



Have students collect and bring in various kinds of leaves. Have them classify according to color, shape, texture and size. Some may want to make crayon etchings, etc., and still others display on bulletin board. Once completed, each student will then write a sentence such as, "The thing I did best was _____."



Related Subjects:

Language Arts, Health, Art

Middletown Correlation:

Language Arts: Comprehension, Level A

Health: III-Mental Health, F - G

Art: Concepts, Texture, Shape, Color

KEEPING FIT

Survey class to determine a cross-section of health related occupations. Once completed, extend invitations to various parents employed in those occupations to discuss the skills needed to perform their jobs effectively. Using a press conference format, involve students and parents in a question and answer session.



Related Subjects:

Social Studies, Study Skills, Health, Language

Middletown Correlation:

Social Studies: Economics, Obj. #4 - Int. a 13, b, c

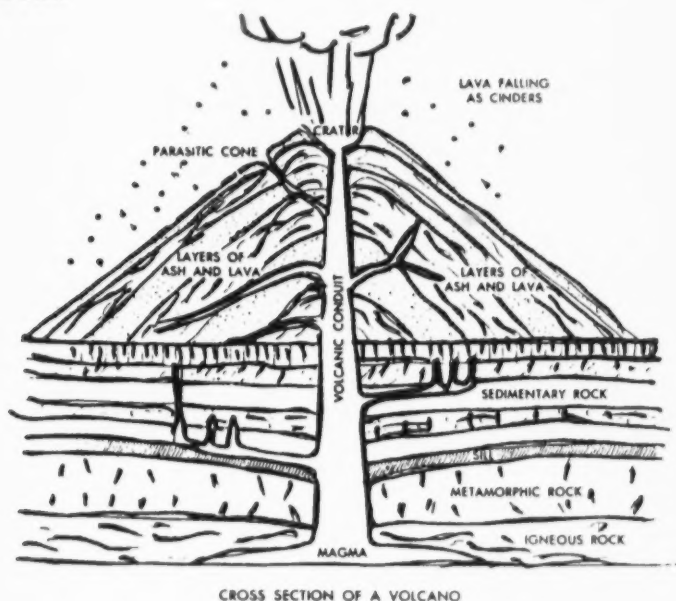
Study Skills: G-9

Health: IV-Physical Fitness, A,B,C,D,E,G; V-The Body, F,G,I

Language: Weehawken - Listening, pg. 19

YOU'LL GET A BANG OUT OF THIS ONE

Have each student select a volcano to study. Use the library and any other resources available. Each student is to give a presentation describing, giving characteristics, location, effects of the volcano, etc., to the rest of the class. Students can present the information to the class using whatever method with which they feel most comfortable and/or most competent. They can present orally, with a written report, poster, model, collage, diorama, panel discussion, etc.



Related Subjects:

Art, Social Studies

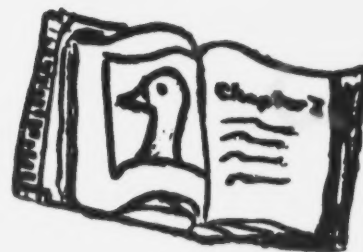
Middletown Correlation:

Science: Earth Science - III, B

Art: Space, Texture, Shape, Color

Social Studies: Geography

OBJECTIVE 6.5: UTILIZES TEACHERS, COUNSELORS, AND
OTHER SCHOOL PERSONNEL IN PURSUING
CAREER INTERESTS.



K-3

TODAY IS LIBRARY DAY

Take the class to the library. With the aid of the librarian, assist the students to find books relevant to their personal interests. Use subject headings in the card catalog to assist in finding books.

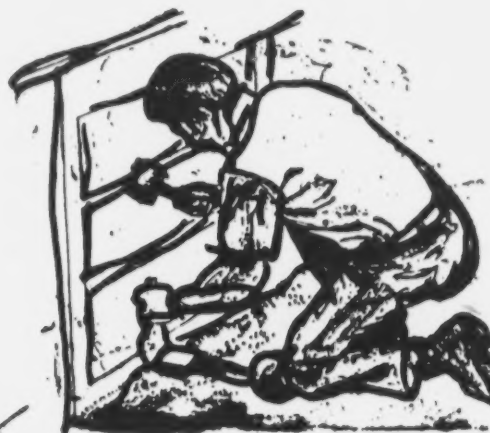


Related Subjects:
Study Skills

Middletown Correlation:
Study Skills: C-6; D-11; D-13

CAREER DAY

Organize a Career Day whereby people from various professions come in and talk with youngsters about jobs, preparation needed, rewards, etc. Then, using a librarian, select fictional and non-fictional books about a profession each would like to explore.



Related Subjects:

Social Studies, Study Skills, Health

Middletown Correlation:

Social Studies: Economics, Obj. 4, Int. a and c

Study Skills: G-8; G-9

Health: I-Nutrition - J; II-Safety - H; III-Mental Health - N; IV-Physical Fitness - G; V-The Body - J.

FUTURAMA

Have each student select three careers that appeal to him/her. Use the library, guidance department, Career Resource Room, and various outside resources to outline the duties and responsibilities of each career. What courses and education are needed to perform the duties and responsibilities for each career? What is the salary range? List your sources of information.



Related Subjects:

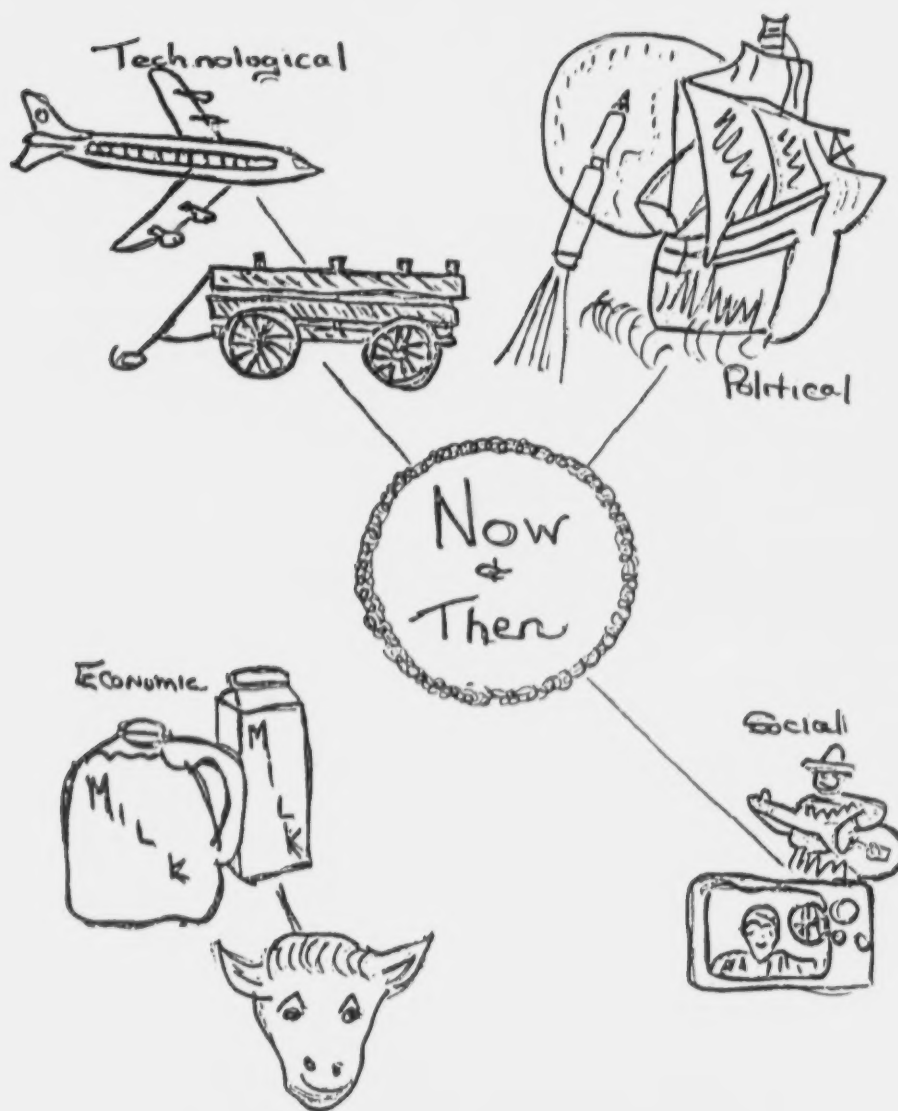
Social Studies, Study Skills

Middletown Correlation:

English: Weehawken; Warriner's Third Course

Social Studies: Occupations

Study Skills: G-8; G-9



GOAL #7:

SOCIO - TECHNOLOGICAL - ECONOMIC -
POLITICAL UNDERSTANDING: IMPROVE
UNDERSTANDING OF ECONOMIC,
POLITICAL, AND SOCIAL FACTORS
INFLUENCING CAREER OPPORTUNITIES

OBJECTIVE 7.1: UNDERSTANDS AND APPLIES
SOCIOLOGICAL CONCEPTS.



K-3

ASSEMBLY LINE

Set up an assembly line of students to make a product.
Make sure they realize the interdependence of one
another to the completion of the product.

For example: Celery stuffed with cream cheese and
nut meats.

Plan a method of dividing labor.

Have stations:

1. cleaning celery
2. cutting celery
3. crack nuts and pick nut meats
4. rolling walnuts with a roller
5. mix cheese and nuts
6. stuff celery

Have a supervisor for each group to time group's activities.
Make a time chart of each chore. Which chore was most
interesting? What are some of the benefits of an assembly
line? What are some of the disadvantages of an assembly
line?

Related Subjects:

Mathematics, Study Skills, Health, Art

Middletown Correlation:

Social Studies: Economics - Obj.#2

Math: Management System - C-1:T-4; B-3:T-3

Study Skills: B-4; C-7

Health: Curriculum Guide - I - a; E and J; II; III - A,B,C,
D,E,F,G,H,L,N; V - A,B,G,H,J

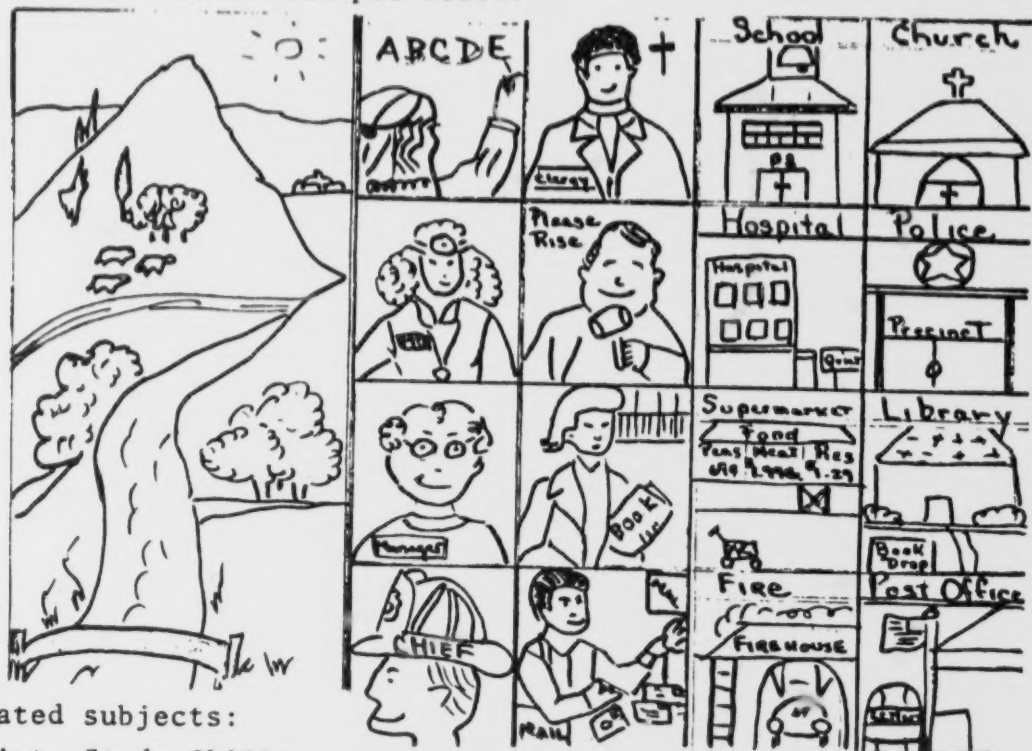
Art: Attitudes 1,2,4,5

WHY CITIES GROW

Illustrate on a bulletin board three (3) categories necessary for growth of a city:

1. natural environment (water resources, harbors, topography);
2. technological resources (transportation systems, communication systems, and workers needed);
3. city services (food, clothing, shelter, etc.).

See bulletin board example below.



Related subjects:

Art, Study Skills

Middletown Correlation:

Social Studies: Anthropology/Sociology - Obj. #3

Art: B - Concept, 1, 3, 4

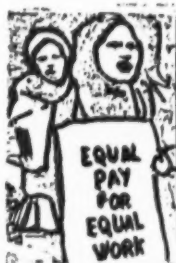
Study Skills: D-9; D-13; E-10; E-11; F-10; F-12; G-8; G-9

UNIONS

Discuss the subject of unions (a group of people united in the purpose of promoting better wages and working conditions). Methods used by unions are bargaining (a give and take process usually involving hours, services, money and productivity), slow downs (a process of following a rule without exception) and strikes (a work stoppage).

The following words can be discussed and defined by the class:

collective
bargaining
craft
unskilled
semiskilled
contract
overtime
seniority



pension
grievance
strike
picketing
boycott
candidate
job security
sick leave

Research is done on occupations that require union membership and on those not requiring organizational membership.

Book List:

Preparing for the World of Work,
Frank Rosko, 1979

DOT
Dept. of Labor Publications
Career World Magazines

Related Subjects:

Career Education, Study Skills



Middletown Correlation:

Social Studies: K-12 Course of Study; Social Studies IV-B,
Economics

Career Education: Goal 7, #1 - A,B

Study Skills: F-10; F-12; G-8; G-9

OBJECTIVE 7.2: EVIDENCES ECONOMIC UNDERSTANDING.

K-3

"I NEED - I WANT"



Discuss with class basic needs and wants. List on board.

Needs

Wants

FOOD

Meat
Vegetables
Grains
Dairy Products

CLOTHING

Basic clothing for
varying weather

SHELTER

Students may then either draw or obtain samples of basic needs from magazines and paste on a sheet of paper. Then student should obtain pictures of their wants in each category and match with their needs.



Related Subjects:
Social Studies

Middletown Correlation:

Health: K-6 Health Curriculum - Nutrition-A,B,C,E,F,G,H

Social Studies: Economics, Obj. #3

CLUSTERS

Have the students copy the 15 career clusters from the board:

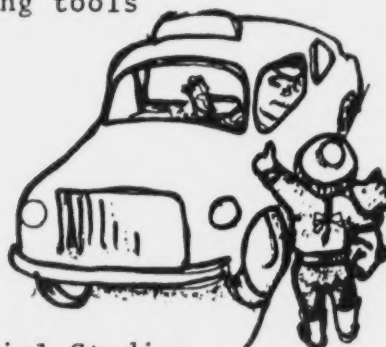
1. Agri-business
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer Homemaking
6. Environment
7. Fine Arts
8. Health Occupations
9. Manufacturing
10. Marine Science
11. Marketing and Distribution
12. Personal Service
13. Public Service
14. Recreation
15. Transportation



Allow students to use the Dictionary of Occupational Titles (DOT) of a cluster in which one of their parents work.

Example: Construction Cluster

1. working with hands
2. working outside
3. using tools



Related Subjects:

Study Skills, Social Studies

Middletown Correlation:

Health: I-Nutrition, J; II-Safety, M; III-Mental Health, N;
IV-The Body, J

Social Studies: Economics, Obj. #4

Study Skills: G-8; G-9

BALANCE YOUR BUDGET

List anticipated expenditures for one month and develop a budget for that time span. Expenditures may include lunch money, money for recreation, cost of transportation, money for gifts for special occasions, savings account deposits, etc.

List all sources of income and compute total income (i.e., monies received from allowance, baby sitting, gifts, shoveling snow, etc.). After comparing financial needs and assets, determine financial stability. Determine what adjustments are necessary to remain solvent (i.e., items to be cut back or eliminated; items to be increased).

STATEMENT OF CONDITION	
DECEMBER 31, 1981	
ASSETS	
Monetary Assets	
Cash	
Checking Accounts	
Savings Accounts	
U.S. Savings Bonds	
Other Monetary Assets	
Real Estate	
Personal Property	
Investments	
Other Assets	
Total Assets	
LIABILITIES	
Current Liabilities	
Accounts Payable	
Notes Payable	
Other Liabilities	
Total Liabilities	

Related Subjects:

Mathematics

Middletown Correlation:

Health: 7th Grade: I-Mental Health; II-Unit Objectives;
 III-Behavioral Obj. A, G, N
 8th Grade: Consumer Skills - II-Unit Obj.;
 III-Behavioral Obj. A

OBJECTIVE 7.3: EVIDENCES TECHNOLOGICAL UNDERSTANDING.

K-3

"I CAN USE."



Display tools - scissors, paper clips, stapler.

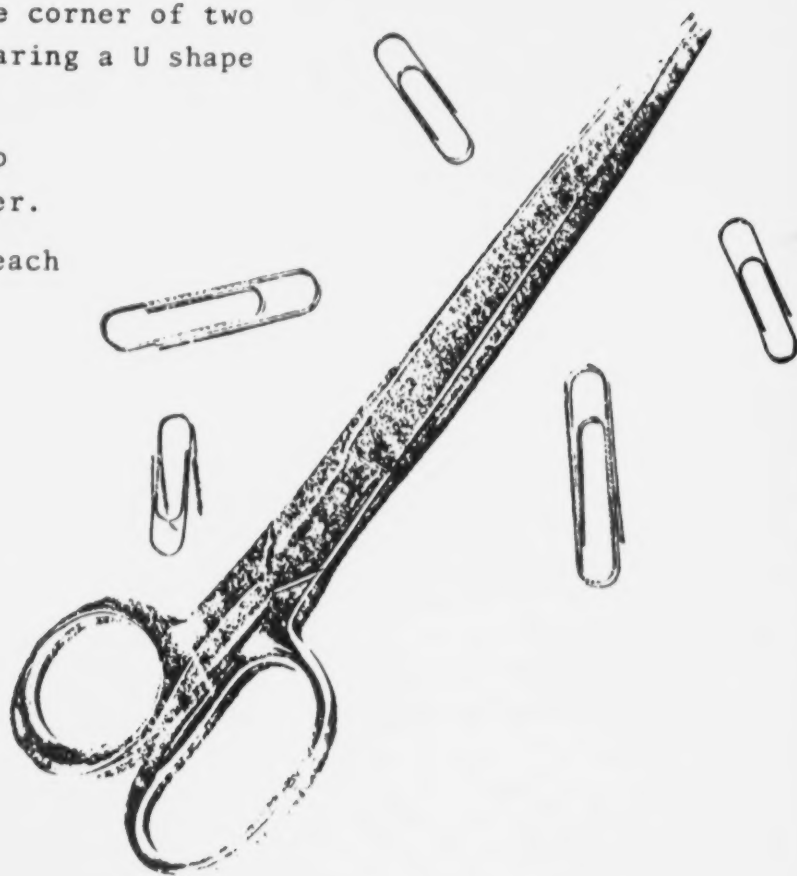
Demonstrate the use of paper clips, showing ease of paper clip being removed.

Show the folding of the corner of two pieces of paper and tearing a U shape for holding.

Use stapler to clip two pieces of paper together.

Allow students to use each method.

Discuss which is most efficient.



Related Subjects:
Science

Middletown Correlation:

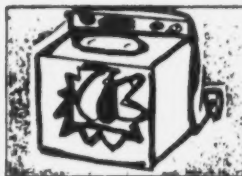
Social Studies: Anthropology/Sociology, Obj. 5, Prim. a
Science: SCIS - Interaction and Systems, Parts II, III

OUR CHANGING TIMES

List several careers on the board.

Discuss several types of materials and equipment used in a particular career, past and present. Research history of materials and equipment.

Example: Carpenter - hand saw - electric saw
Chef - hand mixing - electric mixer
Lawyer - note taking (shorthand) - tape recorder



Related Subjects:
Study Skills

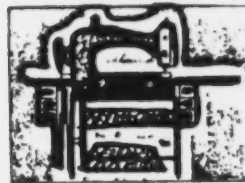
Middletown Correlation:

Social Studies: Anthropology, Obj. #5, Intermediate a,b,c
Study Skills: E-15; E-17; G-9

INVENTIONS

Select at least ten (10) inventors and their inventions of the 1800's. Discuss the changes these inventions had on jobs. Construct a timeline of inventions researched. Through discussion, compare the technology of the present with that of the 1800's.

Construct a timeline of ten (10) modern inventions and inventors of 1900's. Speculate on the technological changes of the future.



Related Subjects:

Career Education, Study Skills

Middletown Correlation:

Social Studies: Career Awareness Obj. VII, Obj. I and II,
a1, a2

Study Skills: G-8; G-9

Art

OBJECTIVE 7.4: EVIDENCES POLITICAL UNDERSTANDING.

K-3

"RULES, RULES, RULES"

List some classroom rules on the board. Role play a situation involving one of the rules. Discuss reasons for the rule.



Related Subjects:
Language Arts

Middletown Correlation:

Social Studies: Political Science, Obj. #3, Primary a,b
Comprehension: Level A-1; Level B-1, 2

"I NOMINATE"

Review political terms, vocabulary, purpose and duties of class officers such as:

- class president
- vice-president
- secretary
- treasurer
- candidate
- campaign
- primary election
- general election
- nominations

Hold an election with nominating session, campaign, debate, and election.

Allow students to conduct a meeting after election.

Related Subjects:
Study Skills

Middletown Correlation:

Social Studies: Political Science Obj. 1, Intermediate
Study Skills: E-9; G-9



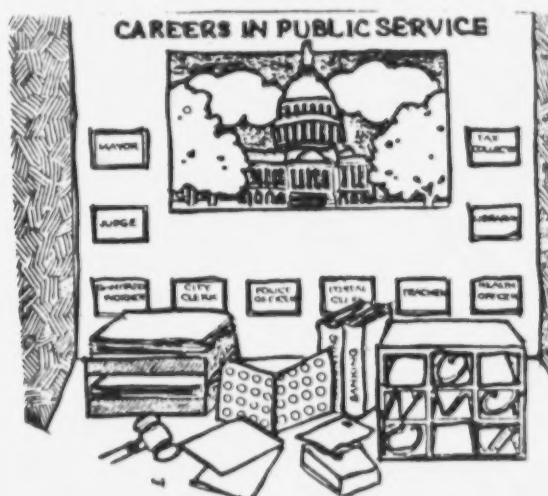
CAREERS IN GOVERNMENT

List and discuss various services of government: postal, security, parks, recreation, libraries, armed forces, transportation, health, social security.

List and investigate job opportunities in some of these services.

Discuss sources of government job availability: the Civil Service Bulletin, job banks, the State Employment offices, etc.

Research job descriptions and qualifications.



Related Subjects:

Career Education, Study Skills

Middletown Correlation:

Social Studies: Grade 7 and 8 Obj. VII-Career Awareness

Career Education: Goal 7.4

Study Skills: E-15; F-12; G-8; G-9

Health: Disease and Public Health, Gr. 7-II-c; 8-II-B, III-A and E

OBJECTIVE 7.5: IS AWARE OF THE NEED TO ELIMINATE
SEX BIAS AND THE NEED TO COMPENSATE
FOR THE EFFECTS OF SEX ROLE STEREOTYPING.



K-3

WHERE/WHO!

Using magazines, cut out pictures illustrating different jobs. From these pictures choose 2 careers. Identify these careers and discuss whether the job is usually performed by women and/or men (ballet dancer, jockey).

Read the story from the library, "I Can Be Anything" by Norma Klein. Discuss skills or qualifications for each job and determine if it would be possible for the opposite sex to perform the job successfully.



Related Subjects:
Art

Middletown Correlation:

Language Arts: Wisconsin Design - Level A, 1 and 2;
Comprehension

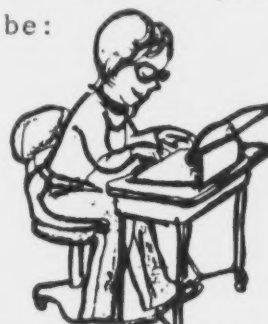
Art: Academic #3

WORDS - WORDS - WORDS

As a pretest, have students list three occupations they feel can be done only by a man and three that can be done only by a women.

List skills or characteristics possibly needed for jobs they have listed. Possibilities might be:

- likes outdoors
- likes to work alone
- likes to type
- able to keep a secret
- able to work fast
- able to spell
- likes danger
- good questioner
- likes mysteries



Discuss ability of male or female to perform these jobs.



Related Subjects:

Social Studies, Study Skills

Middletown Correlation:

Social Studies: Anthropology - Obj. #4, Intermediate C, E
Study Skills: G-8; G-9

SALARIES, SEX AND SPORTS

Check sports magazines, television reports, and newspapers for sports news. List sports according to sex of participants and prizes won or salaries paid.

<u>SPORT</u>	PRIZE MONEY FOR <u>WOMEN</u>	<u>MEN</u>
Golf	\$ _____	\$ _____
Tennis	\$ _____	\$ _____
Bowling	\$ _____	\$ _____
Etc.		

Discuss the following questions:

1. Why are women's prizes or salaries lower?
2. Which contest draws more interest?
3. Which contest is advertised more?

Research first women in sports and salaries earned. Research men in sports and salaries earned.



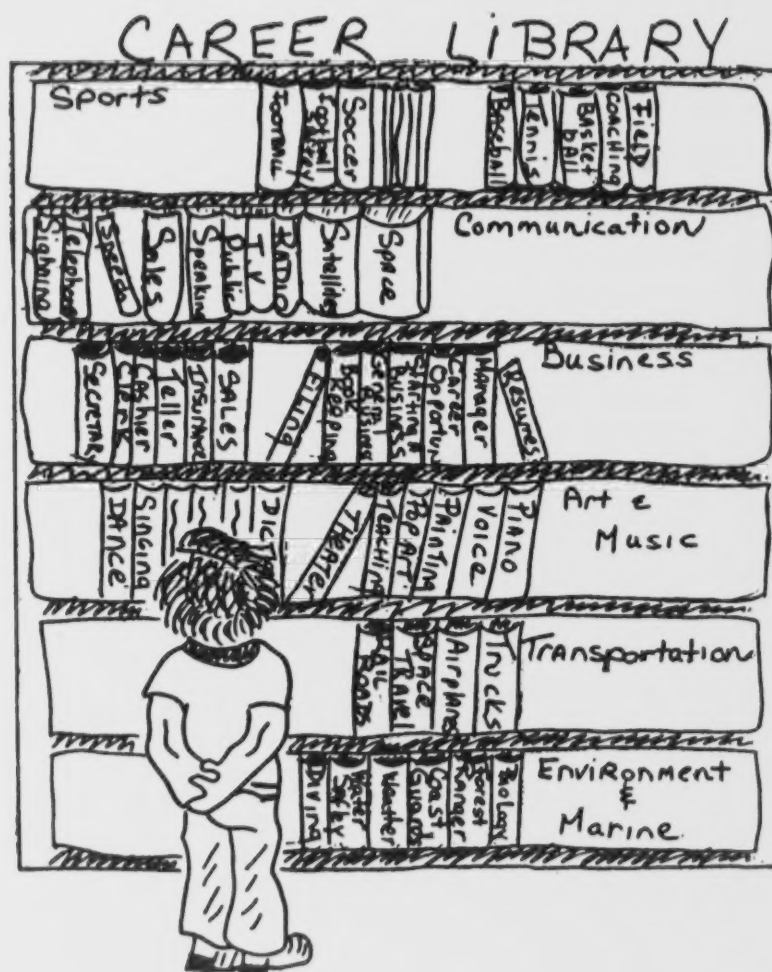
Related Subjects:

Study Skills, Career Education

Middletown Correlation:

Study Skills: G-8; G-9

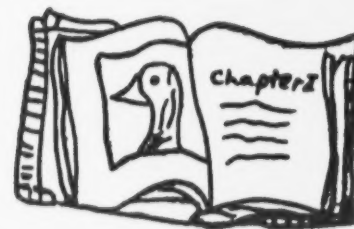




GOAL #8:

CAREER INFORMATION: INCREASE
KNOWLEDGE OF CAREER AND
OCCUPATIONAL INFORMATION.

OBJECTIVE 8.1: USES KNOWLEDGE OF PERSONAL VALUES,
INTERESTS, NEEDS, LIMITATIONS TO
EXPLORE CAREER OPTIONS.



K-3

WORKING PEOPLE I KNOW

Have students choose pictures representing careers of parents and/or friends. They should then select a color of construction paper that reminds them of that job. After students have mounted pictures on the construction paper, they may share with the class why that color reminds them of that job and what it is the person is doing in the picture. (Example: blue - police officer)



Related Subjects:

Social Studies, Art

Middletown Correlation:

Language Arts

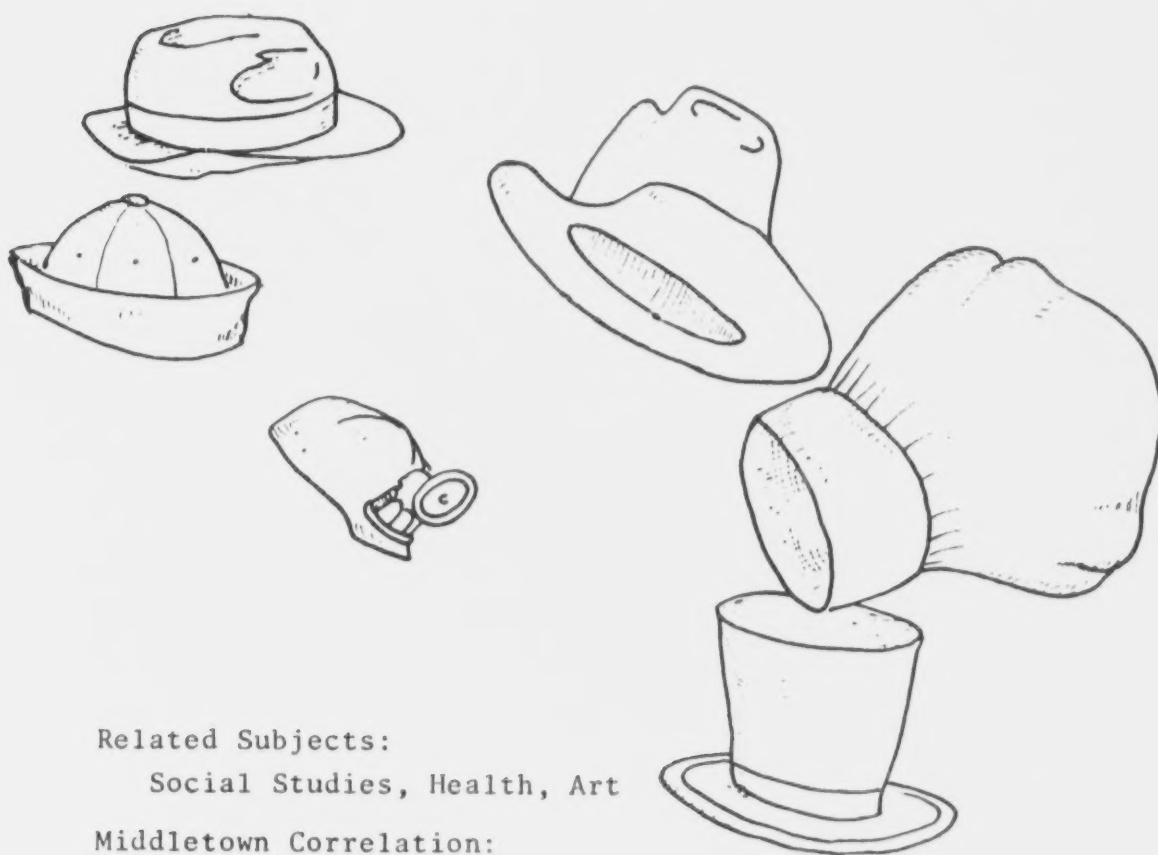
Social Studies: Economics, Obj. #4

Art: Color Concepts, Grade 1, 2 and 3, p. 50

Health: III-Mental Health, A,D,F,G,H,N; IV-Physical
Fitness, G; V-The Body, J

FROM SANITARY ENGINEER TO SURGEON

Have students write down ten (10) hobbies and/or activities that interest them and then rank them in order of preference. Students will find occupations to correlate with their top three selections. Each student then makes a head with a hat or a hand with a tool (life-size).



Related Subjects:

Social Studies, Health, Art

Middletown Correlation:

Language Arts

Social Studies: Economics, Obj. #4

Health: III-Mental Health, A,F,G,H,N; IV-Physical Fitness, E,G; V-The Body, J

Art: Learning Concepts Obj. 1, 3; Skills 1, A and B

LET YOUR FINGERS DO THE WALKING

Have the students use the yellow pages of the telephone directory to select a career/occupation which interests them. After a selection is made, the students, using reference materials, should write a paragraph(s) which should include the following: career/occupational title; job description; skills, training, education needed; rewards of the position (monetary and non-monetary); and future employment opportunities. Students will share their information with the class. Each student will also construct an ad with illustrations suitable for placement in the yellow pages advertising his/her job choice. Students should then explore the future possibility of having that job in terms of their interests, skills and personal satisfaction.



Related Subjects:

Social Studies, Art, Health, Study Skills, Library

Middletown Correlation:

Language Arts

Social Studies: Economics

Art: Attitudes #2; Creative a to c

Health: III-Mental Health, N; IV-Physical Fitness, G;
V-The Body, J

OBJECTIVE 8.2: KNOWS HOW TO LOCATE AND USE
APPROPRIATE CAREER INFORMATION.

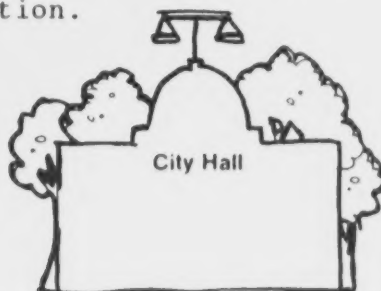


K-3

WHO WORKS WHERE?

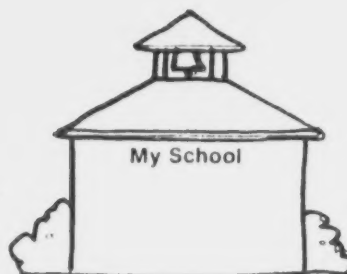
Make a bulletin board or a game board of a town - include a post office, hospital, firehouse, town hall, school, church, bakery, service station, bus terminal, etc. Students make and/or color figures representing workers in the various occupations and place them in the corresponding buildings.

Students may be grouped by interest to work on a particular section. Each student tells about his/her selected occupation.



Related Subjects:

Language Arts, Art, Health



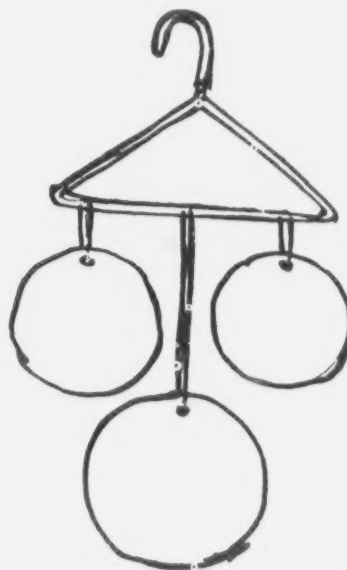
Middletown Correlation:

Social Studies: Anthropology and Sociology - Obj. #3,
Primary, d

Health: I-Nutrition, J; II-Safety, M; III-Mental Health, N;
IV-Physical Fitness, G; V-The Body, J

PEOPLEMOBILE

Distribute ditto with a list of career clusters. Students are divided into ten groups - each group with a different cluster. A recorder in each group writes down jobs in the community related to clusters that the rest of the group has named. (You can supplement.) Each group makes a mobile using the logo of the cluster for the main support and hangs representatives for each on the mobile. Each group presents their mobile to the rest of the class. Ask students to identify jobs depicted on each mobile and discuss similarities and differences of jobs both within one cluster and among others.



Related Subjects:

Language Arts, Art

Middletown Correlation:

Social Studies: Economics - Obj. #4a

Study Skills: G-8; G-9

SO YOU WANT TO BE A

Have students select a preferred occupation from one of the 15 job clusters that can be found in New Jersey. Using the Dictionary of Occupational Titles, The Occupational Outlook Handbook and other references, the students will research for the following:

1. description of job
2. education required
3. apprenticeship (if any)
4. salary range
5. job outlook in the state

The students then write information on ditto sheets which are compiled into a career reference manual available to each child.



Related Subjects:

Study Skills, Language Arts

Middletown Correlation:

Social Studies

Language Arts: Comprehension - Level G-2, 3 part a,b

Study Skills: E-15; G-8; G-19

OBJECTIVE 8.3: IS AWARE OF A RANGE OF CAREER
OPTIONS AND THEIR REQUIREMENTS.



K-3

CLOTHES MAKE THE JOB

Provide paper doll figures (male and female). Trace clothes which are worn in various occupations (farmer, executive, nurse, fire fighter, artist, carpenter, etc.) Include hats and tools. Also make name cards for each occupation. Students may "dress" their doll appropriately and place the proper name by each. They may also trace or draw them and make a career booklet.



Related Subjects:
Social Studies, Art

Middletown Correlation:

Social Studies: Economics - Primary 4 a,b,c

I WORK FOR ME

Poll the class for parents' occupations. As you list on board, form two columns, one for self-employed and the other for working for others. Try to elicit from students the difference between them and title them accordingly.

Use the "How To Start A Business" column from the Asbury Park Press to initiate a discussion on qualifications needed to be self-employed.

Self-Employed	Work For Others

Related Subjects:
Social Studies

Middletown Correlation:

Social Studies: Economics - Primary 4b and d;
Intermediate 4a, b, and c

CHANGING JOBS

Give a theoretical instance of a person losing a job. List skills and requirements which were needed. Brainstorm what other jobs or fields that person might explore using many of the same or similar skills.

Check the Dictionary of Occupational Titles to see if your students correctly identified them.

Have groups of students select another lost job and write the skills needed for it. Exchange groups to find other suitable employment always using the DOT for verification. Share all information with full class.



A Wheel Lacer



Automotive Salesperson

Related Subjects:
Study Skills

Middletown Correlation:



A Motorcycle Mechanic

OBJECTIVE 8.4: USES DECISION MAKING SKILLS TO
IDENTIFY CAREER DIRECTIONS.

K-3

"I CHOOSE"

Post and discuss a list of classroom jobs. An interesting touch is to use combinations such as horticulturist/plant tender, custodian/basket tender, communicator/messenger, mathematician/milk counter, etc. Encourage students to choose jobs by saying, "I'd like to be a horticulturist because I'm good at taking care of plants" or "I'll be the custodian because I'm responsible for emptying the garbage at home."



Veterinarian/Animal Tender



Communicator/Messenger



Librarian/Book Tender

Related Subjects:

Social Studies, Language Arts

Middletown Correlation:

Health: K-6 Health Curriculum - Mental Hygiene A,F,H,J

Obtain help wanted ads from several local newspapers. Cut out and post on separate pieces of paper all similar jobs such as nurses, car salespersons, masons, computer operators, etc. Match the selected occupations with the ads and see how many of your students could find a job easily.

Related Subjects:

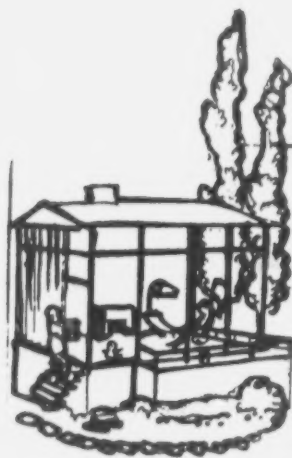
Middletown Correlation:

Social Studies: Economics - Primary C, 4B; Intermediate 2B, 4E

WHAT'S MORE IMPORTANT?

Discuss the terms mobility, security and lifestyle. Give the students a theoretical situation such as "A secretary in a large corporation works nights so that he can enjoy his hobby of surfing at the shore. He is offered a better job with a company in the midwest. Would this affect his mobility, security or lifestyle the most?

Have students write other situations reflecting examples of each term.



Related Subjects:
Language Arts

Middletown Correlation:

Health: 7-9 Health Curriculum: - 7th - Mental Health III-D;
8th - Mental Health III E, F; 9th - Mental Health
III C, E, F, G.



GOAL #9:

MARKETABLE SKILLS AND
ADAPTABILITY: IMPROVE JOB
ACQUISITION AND RETENTION
COMPETENCIES

OBJECTIVE 9.1: DEVELOPS SKILLS NEEDED FOR
PREFERRED CAREER.

K-3

THE AQUARIUM



Use A Great Aquarium Book by Jane Sarnoff and Reynold Ruffins, Charles Scribner's Sons, New York, 1977 (available in all Middletown Township elementary school libraries).

Read the section of the book dealing with setting up an aquarium. Obtain the following equipment:

aquarium (20 gal.)	fish net
heater	algae scraper
gravel	fish food
filter	aquarium thermometer
filter floss	guppies
plants (live or plastic)	

These items can be purchased from local pet stores or from Carolina Biological Supply Company, Burlington, North Carolina. Each student or group of students will select one item for which he/she will be responsible. Each student will explain to the class the reason why the item he/she selected is used in the aquarium. The class can then exhibit the aquarium set up by individuals or groups. Also, class may compute the cost of purchasing the aquarium items.

Related Subjects:

Language Arts, Math
Science, Study Skills

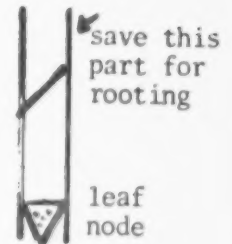
Middletown Correlation:

Science: Level 1-Organisms, SCIS; Level 2-Life Cycles, SCIS
Math: Math Objectives C-3:A/5-12; D-3:PrS-3



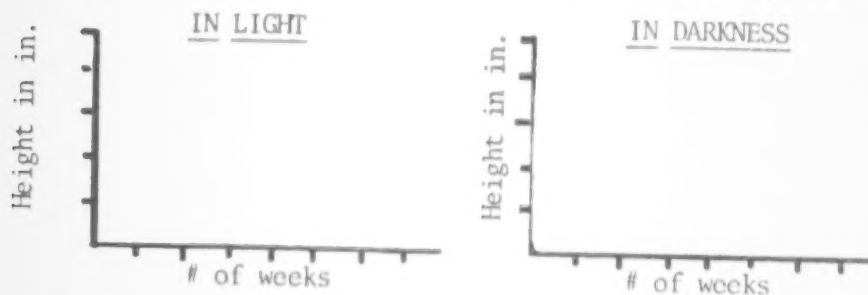
JAZZY GERANIUMS

Use Indoor and Outdoor Gardening for Young People, by Cynthia and Alvin Koehley, Grosset and Dunlop, New York, 1969 (available in all Middletown Township elementary school libraries). Take plant cuttings of geranium stems by cutting two inches above leaf node.



Dip stems into rooting powder (root tone) and place the cut stem 3 inches into damp sandy soil (3 quarts builders' sand to 1 quart peat moss). Water pot, cover with plastic, and set into tray. Place in sunny area indoors (grow light can be substituted if window sill does not receive direct sunlight). Each day add 2 ounces of water to tray.

Discuss reasons why exact procedures must be followed. You can also compute weekly growth rate and graph it. Another activity would be to place some trays in a dark area and compare weekly growth rate to trays growing in direct light.



Related Subjects:

Language Arts, Math

Middletown Correlation:

Science: Level 4 - Environments, SCIS; Level 5 - Communities, SCIS

Math: Middletown Objectives - C-6:M-10; C-6:Gr-4; E-4:Gr-7; E-3:M-19

THE WANT AD

Have students save the daily and Sunday papers. Cut out ads for careers related to science.

Prepare lists of:

1. frequency of specific career listings.
2. specific skills required by employers.

MEDICAL EMPLOYMENT

NURSE Instructor
CLARA MAASS Medical Center
Belleville N.J. 751-1000

NURSE MICU Coordinator
CLARA MAASS Medical Center
Belleville N.J. 751-1000

DENTAL ASSISTANT
CLARA MAASS Medical Center
Belleville N.J. 751-1000

RESPIRATORY THERAPIST WEEKENDS
MONTCLAIR Community Hospital
201-744-7300, ext 264

RESPIRATORY THERAPIST TECHNICIAN FULL TIME
WEST HUDSON HOSPITAL

DENTAL TECHNICIANS
CLARA MAASS Medical Center
Belleville N.J. 751-1000

EXCELLENT SALARY & BENEFIT PACKAGE
CLARA MAASS Medical Center
Belleville N.J. 751-1000

ALLIED PROFESSIONALS
CLARA MAASS Medical Center
Belleville N.J. 751-1000

DEPARTMENT OF DIAC UNIT FULL/PART TIME
CLARA MAASS Medical Center
Belleville N.J. 751-1000

Related Subjects:

Business Education, Careers (Gr. 9), Math, English/Lang. Arts

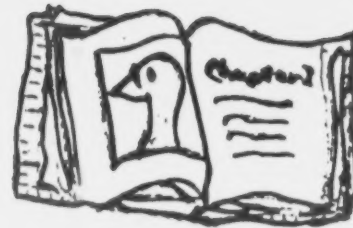
Middletown Correlation:

Social Studies: Grade 7-8, Objective VII

Math: Grade 7, Objective E-4

Language Arts: Wisconsin Design Comprehension, Level E, 3a; Level G, 3

OBJECTIVE 9.2: USES JOB SEEKING AND JOB
HOLDING SKILLS.



K-3

HELLO, I'M

Sit students in a circle. Each student in turn introduces himself/herself giving first name, last name, and tells something about himself/herself.

On the second day, students form pairs. Still sitting in a circle, this time with a partner, each student introduces his/her partner and follows the full name with "He/She likes"

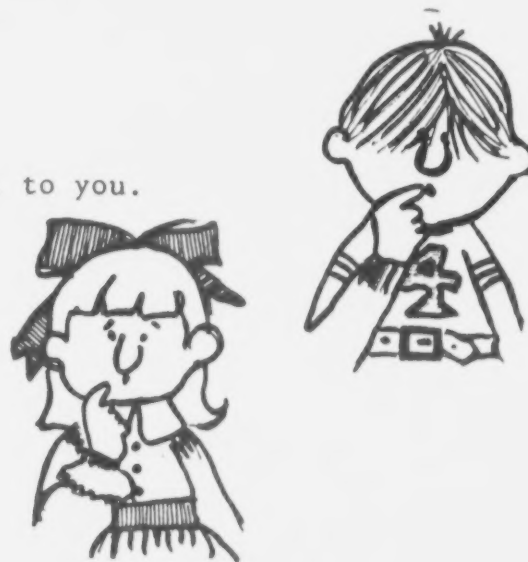
Use the following form:

"My name is"

"I like"

"May I introduce to you.

He/She likes"



Related Subjects:

Health, Self-Awareness, Early Strategies, Comprehension

Middletown Correlation:

Health: II-Mental Health, A,B,F,G

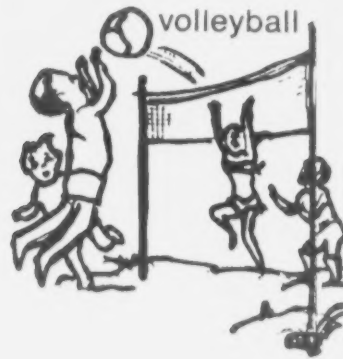
Early Strategies: Language, Oral, #6, #7

Comprehension: Level A-2; Level B-3

RANDOM RULES

Have students select a simple game such as basketball, baseball, volleyball, or a gym game. List primary rules of the selected game on the chalkboard. Have students play the game following all rules. Eliminate one of the rules and have students re-play the same game. Note the differences.

Discuss the need for rules and regulations, and the consequences of the failure to follow rules in a game or on a job.



Related subjects:

Physical Education, Social Studies

Middletown Correlation:

Health: III-Mental Health, A,B,D,F,H,J,L

Physical Education: Level II (simple learning strategies, C-Sports)

Social Studies: Political Science, Objective #2

7-9

WANTED: YOU

Choose three want ads from a newspaper. Copy the ads but eliminate all abbreviations. Identify unfamiliar words and look up their definitions in a dictionary.

Using available resources (such as Dictionary of Occupational Titles), identify and list requirements, working conditions, and salary range.

**CABLE TV
INSTALLERS
\$350-\$700/4
PER WEEK**
Immediate openings for experienced
installers. Training program available
for Subcontractors who do own
work. Must have own tools, model white
truck. Reply P.O. Box 51, Town Center
Branch, West Orange, N.J. 07063.
(908) 359-1111

BANK AUDITOR
Excel opportunity to start or expand
suburban bank. Rapid growth + 1 yr.
exp. OK. Exc. ben. No fee. Irene Scott
609-5700. Seeking 3000 Martin, Union

**ENGINEER PROJECT
MANAGER**
All-Steel Incineration seeks a results-
oriented project engineer to manage
the design & construction of a marine
transfer facility, an integral part of its
integrated system to destroy hazardous
waste in an environmentally safe
manner.
The successful candidate will have a
coal conversion track record in man-
aging design and construction of
chemical processing facilities, a BS in
Chemical or Mechanical Engineering
and minimum of 7 years of progressive
responsibility in engineering project
management.
Familiarity with automated instru-
mentation and process controls is also
required. Contact us with your resume
and salary history at: C/O Port Author-
ity, Attn: JAC, 600 Rolling St., Port Auth-
ority, N.J. 07014 or call 201-366-9188.
Equal Opportunity Employer.

Related Subjects:

Social Studies, Career (Grade 9)

Middletown Correlation:

Careers: Grade 9 - Careers, 9.2

Social Studies: Career Awareness (Grades 7/8), Objective VII

Study Skills: E-9; E-11; G-9

OBJECTIVE 9.3: REACTS POSITIVELY TO CHANGE.

K-3

THE BIG APPLE



Using cardboard boxes, shoe boxes, and milk cartons, have students create various buildings and arrange them into a city-like pattern.

Re-arrange the pattern when the children are not present. Observe the students' reaction to the new pattern.

Discuss students' feelings and reactions, encourage both positive and negative aspects.



Related Subjects:

Early Strategies, Social Studies

Middletown Correlation:

Art: Line, Form, Space, Texture, Shape, Color, Unity, Pattern, Balance

Early Strategies: Visual - Verbal #6

Social Studies: Psychology and Philosophy Objective #3, Pre C, D

TRASH TO TREASURE

Have student draw a simple box-form sketch of his/her room at home, showing exact placement of furniture, closets, etc. Encourage older students to make their drawings to scale. Have student draw another sketch of his/her room showing changes he/she would like to make. Discuss or list why he/she wanted to make a change.



Related Subjects:

Math

Middletown Correlation:

Art: Line, Form, Space, Texture, Shape, Color

Math: Middletown Math Objective G-6:PrS-14

WHAT DO I DO NOW?

Review traffic signs and symbols noting geometric shapes used consistently. Obtain an international chart of traffic symbols. Give specific instances of traffic situations (i.e., you are at a busy intersection. On the right hand corner is an octagonal sign. What do you do?)

Have students create their own symbols for school situations (i.e., no running in the halls, place your lunch trays in a certain spot, etc.).

Related Subjects:
Study Skills

Middletown Correlation:

Art: Objective D, p. 19; Shape, p. 48.
Study Skills: E-15

OBJECTIVE 9.4: UNDERSTANDS THE NEED FOR
ADAPTABILITY.



K-3

THE WAY IT WAS

Read the following story to the class: Courage of Sara Noble by Alice Dalgliesh (available in all Middletown elementary schools).

Discuss the kind of work done by the characters in the story. Compare the kind of work done in those days to how the work is done today.

Related Subjects:

Comprehension, Study Skills, Early Strategies, Literature

Middletown Correlation:

Social Studies: History, Objective #1, primary d, h

Comprehension: Ginn, Level 2 and 3

Study Skills: Wisconsin, Level A, B, C

Early Strategies: Auditory - Verbal #5

Literature: In activity

NEW SITUATION ADAPTATION

Discuss the meaning of flexibility and adaptability. Older students can look up the meanings in a dictionary.

Discuss with students adaptations necessary when a substitute teacher is present (i.e., following new rules, a change in lesson, and a change in teaching style).

flex-i-ble \ˈfleks-ə-bl̩\ *adj.* 1 Bending easily; capable of being bent; not stiff. 2 Easily changed; adaptable; as, *flexible* working hours; a *flexible* mind. — **flex-i-bil-i-ty** \ˈfleks-ə-ˈbɪl-ət-ē\ *n.* — **flex-i-bly** \ˈfleks-ə-bl̩\ *adv.*

adapt \ə-ˈdapt\ *v.* 1 To make suitable or fit; especially, to change so as to fit new uses. The boys adapted an old automobile for a tractor. 2 To cause to fit in, as to new surroundings; to adjust; as, to adapt oneself to life in a new school. — **adapt-a-ble** \ə-ˈdapt-ə-bl̩\ *adj.* Able to be adapted; able easily to adapt oneself; as, holiday plans adaptable to rain or shine. — **adapt-a-bil-i-ty** \ə-ˈdapt-ə-ˈbɪl-ət-ē\ *n.*

adapt \ə-ˈdapt\ *v.* 1 To make suitable or fit; especially, to change so as to fit new uses. The boys adapted an old automobile for a tractor. 2 To cause to fit in, as to new surroundings; to adjust; as, to adapt oneself to life in a new school. — **adapt-a-ble** \ə-ˈdapt-ə-bl̩\ *adj.* Able to be adapted; able easily to adapt oneself; as, holiday plans adaptable to rain or shine. — **adapt-a-bil-i-ty** \ə-ˈdapt-ə-ˈbɪl-ət-ē\ *n.*

adap-ta-tion \əd-əp-ˈtā-shən\ *n.* 1 The act or process of adapting; change or adjustment to meet new conditions. 2 Something that is produced by being adapted: The movie was an adaptation of a story. 3 A part, development, or type of behavior that fits an animal or plant for a particular way of living.

Related Subjects:

Self Awareness

Middletown Correlation:

Social Studies: Political Science, Obj. #2

FROM RAGS TO RICHES

Assign students to interview an adult between the ages of 40 - 60 years old. During the interview, have students try to elicit how many different types of jobs the interviewee had and determine reasons for changing jobs.

Use the statistics obtained from the interviews to calculate the average number of times a person changes jobs.



Related Subjects:
Mathematics

Middletown Correlation:

Social Studies: Technological Changes

Math: Base Line Date, Objectives, Grades 7A, 8A, 9A

OBJECTIVE 9.5: UNDERSTANDS EFFECTS OF
TECHNOLOGICAL CHANGES.

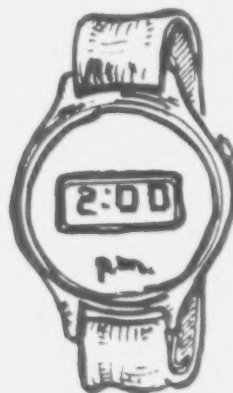


K-3

WHAT'S NEW

Discuss with students what is meant by change. Then ask each student to give examples of recent inventions (i.e., calculators, digital watch, microwave oven, etc.). Write names of inventions on chalkboard. Students can discuss how these represent a change from what was used before.

Discuss possible inventions of the future (i.e., videophone, homework machine, etc.).



Related Subjects:

Science, Study Skills

Middletown Correlation:

Social Studies: Economics, Obj. #4, Int. E

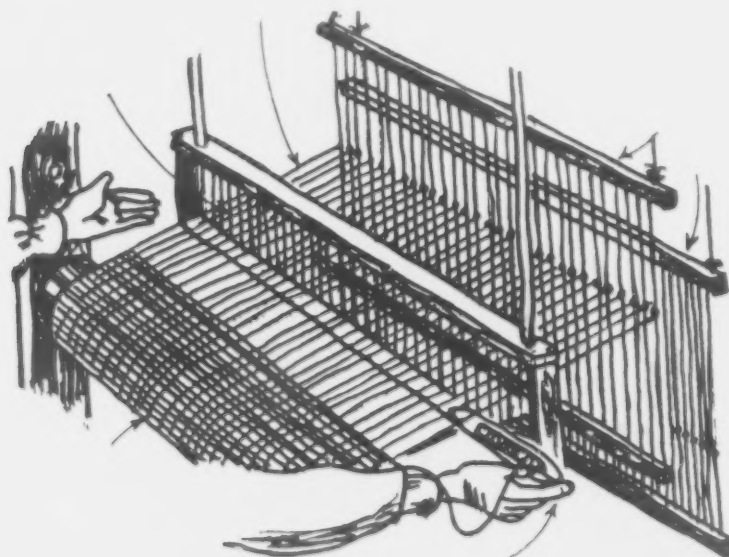
Science: SCIS - Level 1, Material Objects, Part III; Level 2, Interactions and Systems, Part V.

CHANGE!

Select a geographical area (i.e., New Jersey, California, Midwest, etc.). Have students do research about the economic life of the selected area during the time of colonization and the present time. Discuss and compare these occupations.

Prepare a chart categorizing those occupations which still exist in the area and those which are no longer practiced (i.e., fishing, farming, blacksmith, etc.).

Discuss reasons why changes in career opportunities occur.



Related Subjects:

Study Skills

Middletown Correlation:

Social Studies: Economics, Objective #2, Int. 2 and Objective #4, Int. d

Study Skills: G-8; G-9

Literature: Little House on the Prairie (Grade 4);
Boston Bells (Grade 5)

2001 - A WORK ODYSSEY

On the chalkboard list several occupations with which students are familiar such as secretary, banker, teacher, police officer, construction workers, etc.

Discuss the job responsibilities of these occupations as they were in the past, as they are now, and what they might be in the future.

Have students draw cartoons illustrating possible job responsibilities of several of these careers.



Related Subjects:

Careers (Grade 9), Art, Study Skills

Middletown Correlation:

Social Studies: Career Awareness

Careers: Grade 9 - In guide as is

Art: Attitudes, Concepts, Perceptual, Creative

Study Skills: G-9; G-10



GOAL #10:

LEISURE PREFERENCES AND
PERSONAL RESPONSIBILITIES:
IMPROVE UNDERSTANDING OF
PERSONAL / WORK / SOCIETAL
RESPONSIBILITIES

OBJECTIVE 10.1: IDENTIFIES PERSONAL LEISURE
PREFERENCES.



K-3

IT'S SEASONAL

Display chart showing the four seasons and have students choose their favorite one. Discuss characteristics of various seasons through games, sports, activities, hobbies, etc. Note those leisure activities which can be enjoyed year round. Graph what seasons the students like the best. Determine by the graphing which season is the most popular.



Related Subjects:

Language Arts, Math, Science, Early Strategies, Study Skills, Art, Health

Middletown Correlation:

Social Studies: Geography - Obj. #3

Language Arts: Comprehension, Level A

Math: DMP, T-12; Math Objectives, B-2:Gr-1; C-6:Gr-4

Science: SCIS, Environments, II

Early Strategies: Language - Oral 2

Study Skills: C-6

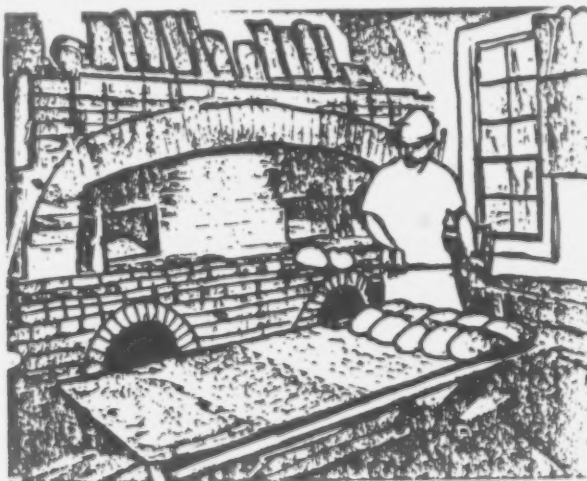
Art: Learning, Obj. C Skills 1, 2, 3; Color 1-3

Health: Health Curr. Guide K-6 - p. 8- Obj. Physical Fitness A-G; p. 9-10 - The Body A-J

THEN AND NOW

Post pictures of colonial people working at occupations. Have students look for pictures of leisure time activities of today that are similar to colonial occupations. The pictures might include: flea marketing, antiquing, metal work, etc. Discuss reasons for changes from colonial times to present.

Students should illustrate each activity two ways - one showing colonial people and one showing modern people.



Related Subjects:

Art, Study Skills, Library Skills, Literature

Middletown Correlation:

Social Studies: History, Obj. #1; Economics, Obj. #4

Art: Observational - B; Color (Grade 5)

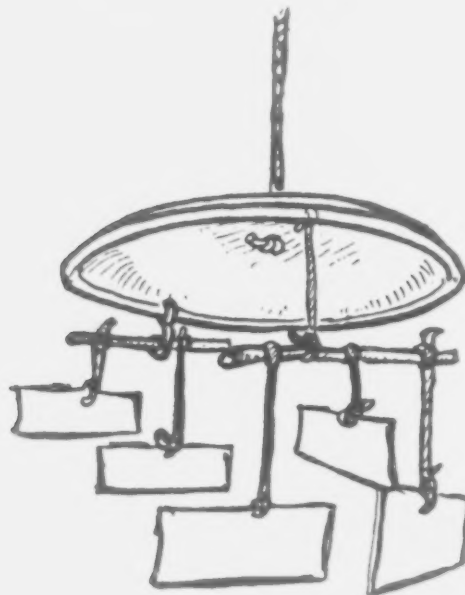
Language Arts: Little House on the Prairie (Gr. 4); Caddie Woodlawn (Gr. 5); Boston Bells (Gr. 5)

Study Skills: E-17; G-8; G-9

MOBILES

Display various types of mobile arrangements. Have students research to choose their favorite period in history and select a leisure activity popular in that era. Discuss the various characteristics of their choice of leisure activities. (Can it be done by hand? Does it require machinery? Does it cost money? Can one do it alone? Does it require special clothing? etc.)

Students make mobiles and display them for the class.
(Mobiles should be balanced.)



Related Subjects:

Art, Language Arts, Library Skills

Middletown Correlation:

Social Studies: History, Obj. #1; Economics, Obj. #4

Language Arts: Study Skills, G-8; G-9

Art: Line (pg. 32), Shape (pg. 48), Balance (pg. 76)

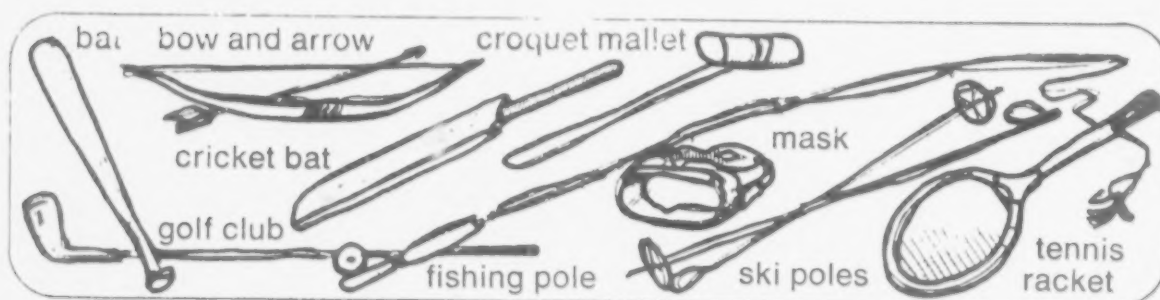
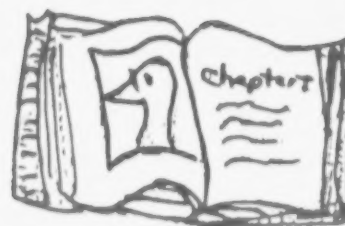
OBJECTIVE 10.2: USES LEISURE TIME EFFECTIVELY.

K-3

SHOW AND TELL

Ask students to bring in an object which pertains to a hobby or special interest of theirs. Each student will show the object and tell about his/her hobby or special interest. Students should be encouraged to ask questions about other students' interests or hobbies.

A display could be made in the classroom of the objects brought in to class. This display could be used for classifying skills, colors, size, texture, etc.



Related Subjects:

Study Skills, Word Attack Skills, Science, Early Strategies, Math

Middletown Correlation:

Language Arts: Study Skills - A-3, C-2; Word Attack Skills - A-3, A-4, A-6

Science: SCIS - Level K, parts I, III, VI; Level 1, part I

Early Strategies: Vis. #2, #3; Vis. Verb. #4

Math: DMP - T1, T7, T36

HOBBIES

Each student should give a speech, two to three minutes in length, on a hobby or activity that he/she enjoys. In their speeches students should explain how to participate in their hobby/activity, why they enjoy the hobby, and what benefits they feel they get from the activity.

Remind students of good speaking form: clear speaking voice, interesting information, good posture, organization, practice and use of visual aids.

A chart can be made of all the hobbies/activities that are mentioned. Next to each hobby/activity, a benefit can be listed, i.e.:

<u>HOBBY</u>	<u>BENEFIT</u>
Jogging	Circulation, muscle tone
Piano playing	music appreciation, enjoyment

The chart could then be used for many purposes: (1) discussion of popular hobbies; (2) construction of a bar graph; (3) encouraging pupils to try other hobbies/activities; (4) students participating in the same hobbies can see that someone else may have different benefits from the hobby; (5) written compositions comparing differences/similarities; class preferences; do we use leisure time effectively?; do we all enjoy the same things for the same reasons?

Related Subjects:

Public Speaking, Composition, Math, Health, Study Skills

Middletown Correlation:

Language Arts: Writing; Weehawken, Suggested writing activities

Math: Middletown Objectives - Graphs, C-6:Gr-4

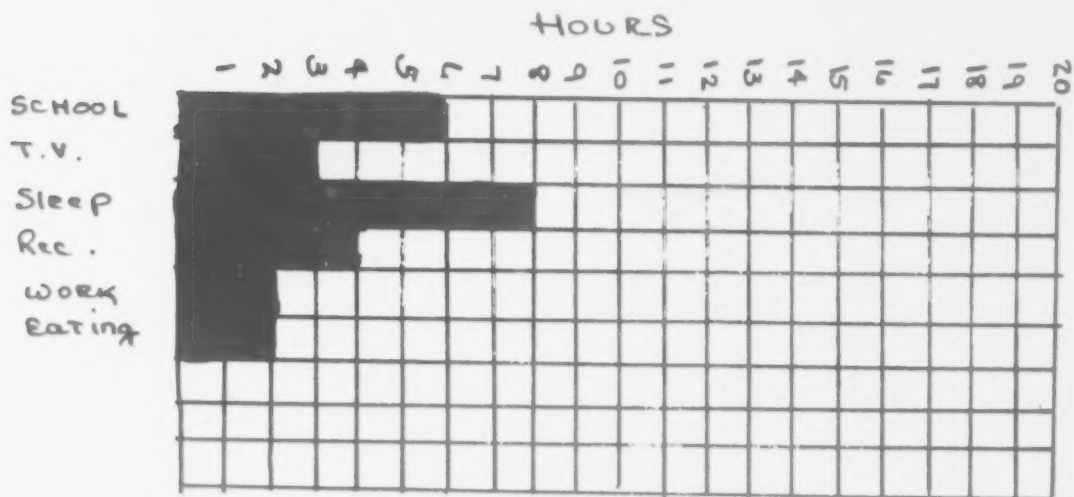
Health: III-Mental Health, B,C,D,E,F,G,H,J,K

Study Skills: G-9; G-8

LEISURE LOG

Have students keep a diary for one week. Students should log all activities and the time spent each day on that activity. The diary may include: school time, sleeping, eating, television viewing, homework, chores, sports, clubs, socializing, etc.

Data will be compiled into graph form (line graph, bar graph). Graphs will be displayed, interpreted and discussed.



Related Subjects:

Study Skills, Math

Middletown Correlation:

Language Arts: Correlation

Study Skills: G-6

Math: Math Base Line Date Objectives, Gr. 7 - K; Gr. 9 - F

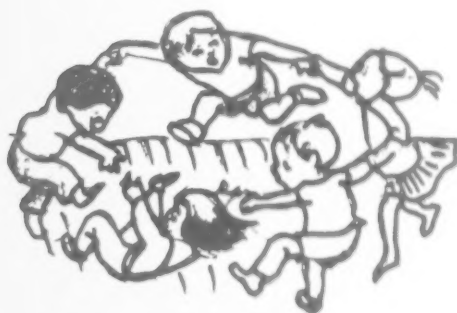
OBJECTIVE 10.3: IS ABLE TO PARTICIPATE IN INDIVIDUAL
AND GROUP LEISURE ACTIVITIES.

K-3

GAMES PEOPLE PLAY

Group students in pairs. Each pair of students will decide on a game they want to teach the class to play.

It should be explained to the students that they will be responsible to teach the rules of the game to the class. Each day a pair of students will lead the class in their game (Tag, Duck, Duck, Goose; Dodge Ball; Kick Ball; Farmer in the Dell; etc.) The student leaders will tell the name of the game, go over the rules and start the game. Other students should be encouraged to ask questions before the game starts if they don't understand the rules.



Related Subjects:

Early Strategies, Health



Middletown Correlation:

Early Strategies: Level V-7

Health: II-Mental Health, A,B,C,D,E,F,G,H,J

Physical Education: Objectives, Social, Level I A, #4

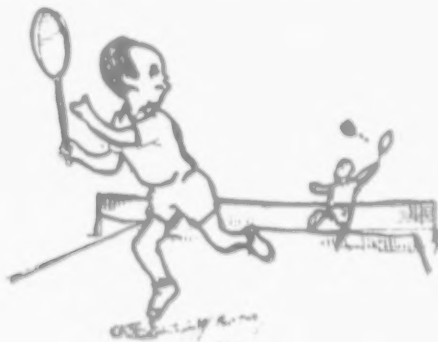
TENNIS OR RACQUET BALL ANYONE?

Ask students to contribute pictures of tennis or racquet ball players. After reviewing basic skills of tennis and racquet ball, allow students to select which activity he or she prefers to play. Stress arm extension and return of ball on one bounce.



The ball may be hit against the wall or return the serves from an automatic machine.

Form a tennis or racquet club. Take students to a public tennis court or a racquet club. Students may make a bulletin board display and discuss rules and regulations of the game. Have students bring in magazines on tennis or racquet ball.



Related Subjects:

Health

Middletown Correlation:

Physical Education

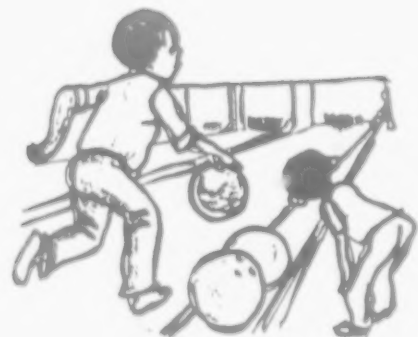
Health: III-Mental Health, F,G,H,L; IV-Physical Fitness, A,B,C,D,E,F; V-The Body, E,F

LET'S START A CLUB

Initiate a class discussion on activities related to sports or exercise and enjoyed during leisure time. Survey student activities, select the most popular activities, and list on chalkboard.

Those students choosing school organized activities (bowling, basketball, etc.) should be encouraged to join existing clubs. (Make sure they are aware of club organizer, time, and place of first meeting.)

Encourage students to establish their own after school clubs for other leisure time choices. The club could be organized around one activity if the class so desires, or it could be organized to change activities weekly/monthly based on student suggestions.



Related Subjects:
Health

Middletown Correlation:
Physical Education

Health: III-Mental Health, A (Grade 7); III-Mental Health, A,B,C (Grade 8)



OBJECTIVE 10.4: RELATES THE ROLE OF LEISURE TO CAREERS.

K-3

RECESS FUN

Discuss "What is recess?" Lead questions could be:

What does the word "recess" mean?

Why do we need recess time in school?

Is recess time good for us? Why?

How does recess make you feel?

Do grown-ups need recess time?

What do grown-ups do for their recess?

Have students make a list or draw a picture of their favorite recess activities (indoor or outdoor). Make another list or draw pictures of recess activities in which their parents or other adults participate. Have students find pictures of these activities and place them on the chart.

Children's Recess
Activities

Tag
Jump Rope
Swim

Adults' Recess
Activities

Jog
Read
Swim



Related Subjects:

Early Strategies, Social Studies, Art

Middletown Correlation:

Health: II-Safety, J; IV-Physical Fitness, A,B,E

Early Strategies: Vis. Ver. #3

Social Studies: Psychology and Philosophy, Obj. #3a

Art: Form, Space, Shape

MIDDLETOWN RECREATION

Divide students into small groups (3-4). Ask students to make a collage of recreation activities available in Middletown. The collage should divide the activities according to seasons. Pictures for collages can come from magazines, pamphlets, photographs, etc.

Display collages for class and discuss them in terms of activities shown, skills needed to participate in these activities, and in what career areas these skills could be used.

Break into original groups and make charts to show leisure activities, skills needed and skill related careers.



Related Subjects:

Physical Education, Art

Middletown Correlation:

Health: II-Safety, E,J,K,L; III-Mental Health, A,H;
IV-Physical Fitness, A,B,E

Physical Education

Art: Space Skills 2, 4

WHY LEISURE?

Have students develop a personal inventory of leisure time activities that will include: the name of the activity, the amount of time devoted to the activity, and the benefits derived from the activity.

Lead the students in a discussion on how they feel about leisure activities then discuss criteria for evaluating effective use of leisure time. (How much time is involved? Do you do it alone or with someone else? Does it cost money? Do you have to travel to do it? What benefits do you get from the activity? etc.)

Direct the students to interview individuals involved in various leisure activities. Have students ask questions that follow their criteria for evaluating effective use of leisure time.

Invite medical personnel to speak on the subject of stress and leisure time activities.



Related Subjects:

Social Studies, Physical Education

Middletown Correlation:

Health: Grade 8 - Unit 2-Personal Health; II-Unit Objectives; III-Behavioral Objectives A

Safety: II-Unit Objectives; III-Behavioral Objectives A,B,D; (Grade 8)
II-Unit Objectives; III-Behavioral Objectives A,B,C, D,E,F,G (Grade 9)

Social Studies: 7/8 - Objective IV-Values

OBJECTIVE 10.5: COORDINATES CITIZENSHIP ROLE
WITH LIFESTYLE AND CAREER

K-3

MANNERS



Create a bulletin board showing students involved in various school related activities (walking down the hall, participating in games or activities, classroom study groups, class discussion, standing in line, lunch time, etc.) Have the students look at the bulletin board pictures and discuss the activities. Lead students into a discussion of manners in school using the following questions as a guide:

What are manners?
Do we need to be polite in school? Why?
Why can't we all be first in line?
Can your team always win the game?
How should you behave if you lose? etc.

Have groups of 2-4 students role-play various school situations. Each situation should be played 2 ways: first using poor manners, second using good manners. After each pair of situations, discuss what happened, and ask how the students feel about being in both situations.



Related Subjects:

Early Strategies, Health, Language Arts

Middletown Correlation:

Social Studies: Political Science Obj. #3, Primary C;
Psychology/Philosophy Obj. #2, Primary b

Early Strategies: Level IV, Aud. Verb. 8 and Vis. Verb. 2 and 5;
Language Oral 6

Language Arts: Comprehension - Level A-1

Health: III-Mental Health, A,B,C,H

3 GOLD MEDALS FOR WILMA

Ask students "Who is Wilma Rudolph?" Read orally, "Three Gold Medals for Wilma" (or any sports biography will do). Examples of sports series found in the Middletown school libraries are: SuperStars, Creative Education Sports Superstars, Mankato, Minnesota, 1974, distributed by Childrens Press, Chicago. Julian May Sports Series, Crestwood House, Mankato, Minnesota, 1972.

Discuss with students what skills are learned in leisure activities that can help in careers. (Example: Wilma, in pursuing running, developed certain skills - patience, stamina, determination, perserverance, following schedules. These skills could help in any career that she chooses.)

Ask students to list their leisure activities and the skills that they need for their hobbies.



Related Subjects:

Social Studies, Reading, Physical Education

Middletown Correlation:

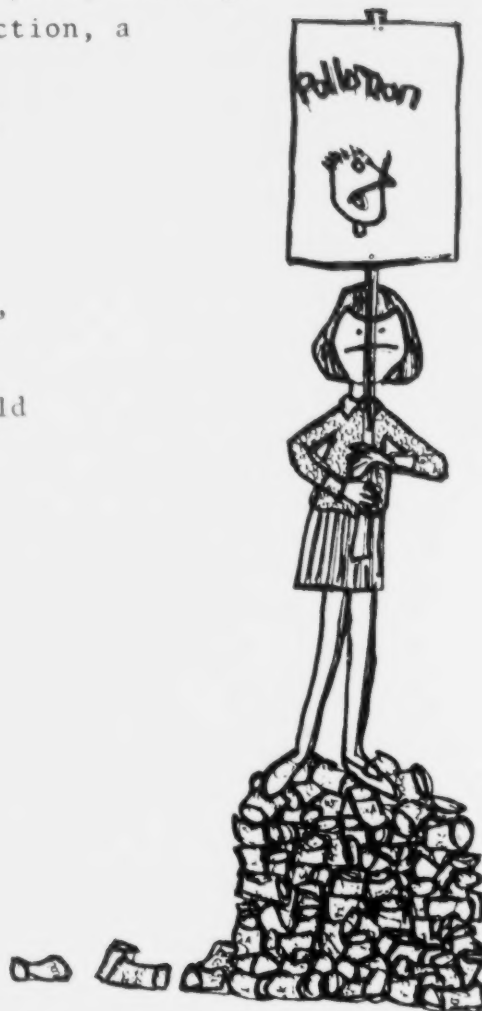
Social Studies: Economics Obj. #4 a-c, Intermediate

WHAT WOULD YOU DO?

Display pictures of a messy yard, finding a wallet, a shoplifter in action, a person voting, etc.

Role play the scenes. Then hold a panel discussion on responsibility for one's behavior, i.e., doing the right thing, sharing values, etc.

Discuss how an employer would look upon rules, truth, promises, fair play, integrity, etc. in any occupation.



Related Subjects:

Health

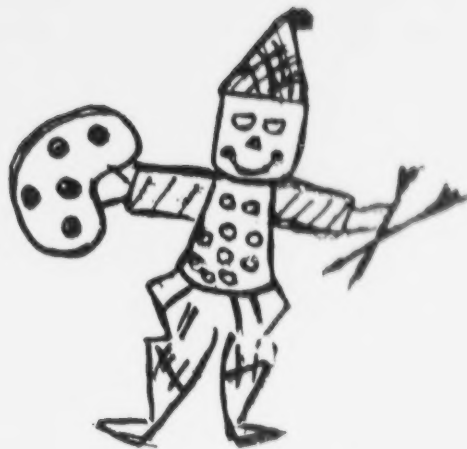
Middletown Correlation:

Social Studies: Psychology/Philosophy Obj. #2, Int. a

Health: Grade 7 - I-Mental Health; II-Unit Objective; III-Behavioral Objectives C,D,E;

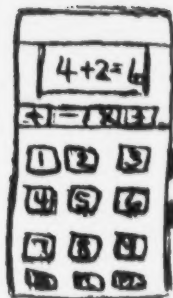
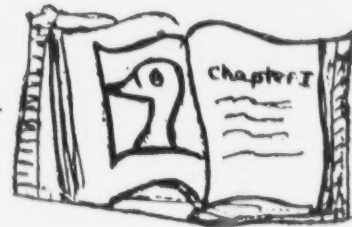
Grade 9 - I-Mental Health; II-Unit Objective; III-Behavioral Objectives B,C,D,E,F,G

SYMBOLS



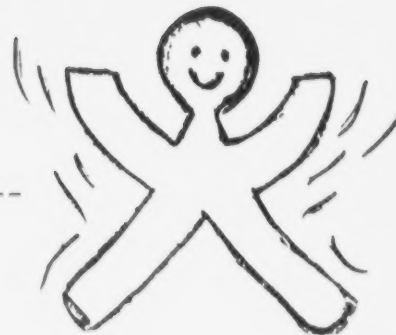
-- ART

LANGUAGE ARTS --



--- MATHEMATICS

PHYSICAL
EDUCATION --



-- SCIENCE

SOCIAL
STUDIES --



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